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NOVEMBER, 1913

Number 1

A STUDY OF THE ELIMINATED

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Studies in retardation and elimination have been interesting, even startling. The eliminated, probably very much unprepared, enter the world of affairs and advertise the school none too creditably. Within the school the work goes on, lightened by loss of those who had been a dead weight. The eliminated are soon forgotten within the walls of the school. Studies are made showing percentages for those eliminated thru the various grades, and percentages for those surviving. The school has the survivors with it always. But what of the others? Why have they joined the ranks of the eliminated? Has it been of choice or necessity? What of them in a number of ways? Some light on these questions is the object of this study.

After a pupil has quit school, usually his teacher can assign a fairly definite reason for it. Valuable as such opinions may be, it is also worth while to interview those who are most directly concerned, and thus get their view of the situation. If we have a large group of boys and girls of school age in Minnesota who for some reason or reasons are out of step with the school system, it is important to get at the reasons therefor. It is perhaps safe to say that a general disposition to leave our schools would *prima facie* tend to indict the schools. Do these eliminated pupils nourish hatred toward the school? Would the deepest satisfaction that they could conceive of be the privilege of reeking vengeance upon and balancing accounts with a former teacher? Men today are frequently heard to give forth expression to such feelings. Or have these former pupils left school because they did not consider it worth the effort? In this study it is our purpose to let these "outsiders" speak for themselves.

In order to interview such a group of pupils, the first necessary step is to find the group. An old recipe for cooking a hare begins

"First, catch the hare." The winter short courses offered by a hundred Minnesota high schools bring together for three months time pupils who in the main would not attend the regular school and yet are entirely eligible so far as age is concerned. These short course pupils are the ones we are to interview; the group attending the winter short courses during the school year 1912-1913.

As an aid to the reader's orientation, a few explanatory words concerning these short courses may not be amiss. Minnesota secondary schools may receive generous state subsidies as industrial aid if certain industrial departments, agriculture, manual training, domestic science and the like, are introduced and other requirements met. Among these other requirements one is that the school receiving the state aid must offer a three months short course for farm boys and girls. The local school determines the subjects offered, rules of admission, the time for beginning and closing the term, and so on. Those who attend are for the most part out of touch with school life: they parallel the ungraded classes of continuation or night schools of the cities. They come in for the interim between the closing of the fall and the opening of spring work.

Writing of the Cokato, Minnesota, Associated Schools, state high school inspector George B. Aiton speaks of the short course as follows: "A winter short course has developed here as elsewhere into a valuable feature. It is held at the central school. There is no red tape. There is no age limit. Ability to profit is the requirement for entrance. The course comes after the fall plowing and husking are done and closes before the rush of spring work comes on. The hours are from 10.00 A. M. to 3.00 P. M., giving time to do chores at home morning and evening. Each family or group of families furnishes its own transportation. Over a hundred motley but eager students are in attendance. Additional instructors are employed at this season but all hands from the superintendent down, take hold and help. The instructor and girls enrolled in the teachers' training department give a good account of themselves. Instruction is given in English, farm arithmetic and accounts. Agriculture, cooking, sewing, carpentry, blacksmithing, spelling, penmanship and farm law are taught. Each student is assigned the work most needed. It is not unusual to find an agricultural giant plying the trade of Vulcan at ease one hour while the next finds him perspiring over the sonorous page of a third reader. If any part of our school work demonstrates that the Minnesota

high school has finally got down to business, it is the winter short course now going on in a hundred schools.”*

According to reports sent to the state inspector early in the year, it was expected that one hundred schools would conduct a short course and so a questionnaire was addressed to that number. Six replied that no short course was being offered and of the remaining ninety-four, forty-nine furnished the data requested. The names of these schools follow, the numbers indicating the number of short course pupils interviewed at each school: Adrian, 12; Anoka, 15; Argyle, 9; Austin, 16; Alexandria, 10; Blooming Prairie, 11; Blue Earth, 15; Beardsley, 7; Bemidji, 8; Chatfield, 11; Caledonia, 12; Cokato, 25; Dassel, 13; Dawson, 14; E. Grand Forks, 10; Elk River, 16; Fergus Falls, 11; Granite Falls, 3; Glencoe, 12; Jackson, 6; Kasson, 5; Lakefield, 7; Lyle, 3; Lewiston, 9; Little Falls, 12; Mankato, 10; Mantorville, 12; Mora, 3; Madison, 10; Morgan, 5; Mazeppa, 16; Norwood-Young-America, 3; North Branch, 4; Owatonna, 3; Pipestone, 11; Plainview, 14; Red Lake Falls, 4; Royalton, 13; Rush City, 10; Slayton, 21; St. James, 1; Sleepy Eye, 26; Spring Valley, 26; Windom, 7; Winnebago, 3; Winthrop, 11; Wells, 14; Willmar, 15; Worthington, 12. This study thus covers over half of the total short course enrollment for last year and the towns in the foregoing list are representative of all the towns giving short courses both as to size and location. In short, we have for consideration the replies of 527 short course pupils selected at random and they are doubtless as nearly typical as could be found.

PROBLEM. It was proposed in making this investigation, to learn something about these young people from a social, economic, educational, and personal standpoint. It was desired to learn something about the following:

1. Distribution of the pupils as to age and sex.
2. Family and home life. Place of residence, size of family. nationality, and economic condition.
3. Education. Amount of schooling previously received and reasons for leaving school. Ever attend college or ever expect to?
4. The short course. Subjects studied. Preference as to subjects and reasons therefor. How does this different sort of school appeal to them: in what ways do they think it could be improved.

*The Small High School of the Middle West: A Minnesota Type. School Review, February, 1912, p. 95.

5. Vocation. What vocation do they expect to follow and are the choices matter of necessity or real choices. Relation of vocation chosen with father's vocation. Attitude toward farm life.

6. Personal. Their wishes, aspirations, attitude toward life.

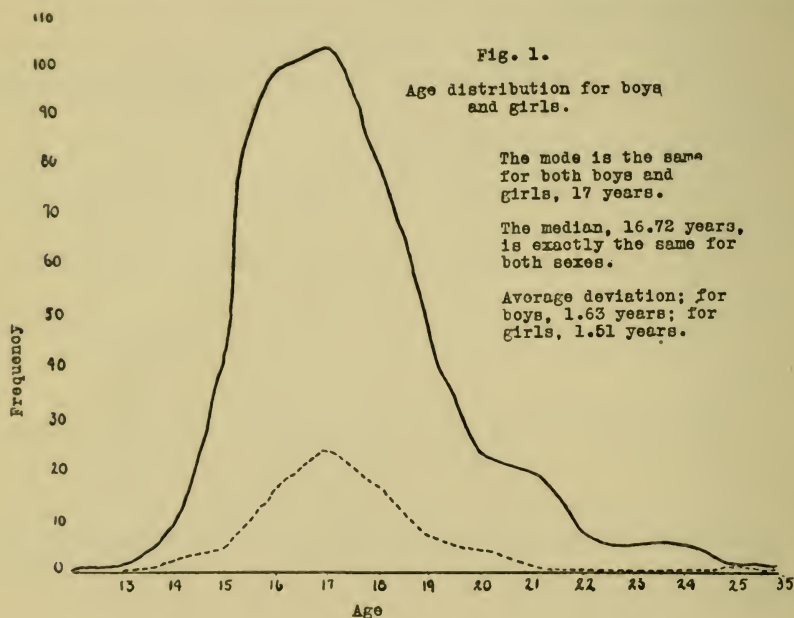
METHOD OF CONDUCTING THE INTERVIEW. The following questionnaire was sent to the superintendents of the one hundred schools with the request that each short course pupil be given it to fill out about the middle of January, the date when it was assumed the short course enrollment would be at the maximum. The instructor in charge was asked to give the pupils any help they might need in the interpretation of the questions, but to leave the pupils absolutely free to fill out the replies in their own way. If time should be required for refreshing the memory on any point, the pupil was to be given until the following day for that purpose.

QUESTIONNAIRE.

1. Full name and address.
2. Age.
3. Of what nationality are your parents?
4. What language to they speak mostly?
5. Do you live outside or in the town where you are taking the short course, and if outside, how many miles?
6. If outside, do you board in town or drive back and forth each day?
7. If you live on a farm, about how often have you been able to go to town? (While not attending the short course).
8. What vocation do you expect to follow?
9. With whom have you talked over your future vocation? (State position or business of person you mention.)
10. Give reasons for your choice of vocation.
11. What is your father's vocation?
12. Is this the first short course you have attended?
13. If not, how many have you attended before this year?
14. How many months have you attended country schools?
15. How many months have you attended town schools? (Not counting short courses.)
16. About what grade were you in when you stopped going to regular school?

17. How long ago was it that you stopped?
18. Give real reasons why you stopped and why you did not wish to go on to high school. (Such as sickness, had to work, studies distasteful, teachers unsympathetic, etc. etc. Please state real reasons frankly.)
19. What studies are you now taking?
20. Which ones do you like the best? First, second, third choice.
21. Give reasons for first choice.
22. If your work requires study outside of school, how many hours each day on an average?
23. Have you ever attended college? If so, what kind and when?
24. Are you planning to attend college? If so, what kind and when?
25. In what ways do you like the short course?
26. In what ways do you think the short course could be improved?
27. Of all the persons you have ever known or read about, which one would you prefer to be like? (If you name an acquaintance or someone not an historical character, state what position he holds, his business, etc.)
28. What is your favorite way of having a good time?
29. Did you ever attend lyceums, spelling matches, socials, etc. in the country schools? State about how often for each of the different kinds of meetings.
30. Where do you attend church? In town or in the country?
31. If you have ever been in a large city, state which ones, and how many times.
32. If you live on a farm, is the farm owned by your family or rented?
33. Do your parents own an automobile?
34. How many brothers and sisters have you?
35. If you were promised that you might have one wish granted and you could wish for anything you pleased, what would you wish for?
36. What books have you read during the past twelve months?

AGE AND SEX. Of the 527 papers returned, 449 were from boys and 78 were from girls, or 85.18% are boys and 14.91% are girls. Figure 1 shows the curve of distribution of the boys and girls as to age; the solid line the boys, the dotted line, the girls.



It appears that the sex difference as to age, median, mode, and average deviation, are practically negligible. The mode is the same, 17 years for both, and the median age, 16.72 years, is exactly the same. The average deviation is slight in both cases and the difference between the deviations is only .12 years.

It should be stated that the figures for ages are only approximately correct, for the pupils were not asked to give their age to the month, which would be necessary for very accurate results. In the present case, seventeen might mean almost seventeen or almost eighteen and hence in some cases the ages of two individuals may be given as the same when in fact they are practically a year apart. The approximate ages, however, are accurate enough for this study as our purpose is merely to get a general view as to how the ages run. It is clear that the typical short course pupil is of an age at which the main business should be that of getting an education.

FAMILY. In stating nationality of parents, a number gave two and several gave three nationalities. In preparing Table 1, each nationality has been credited with the total number of times it has been given. Hence the need of the correction made at the foot of the table. The subtraction of 55 from the footing of the boys' column indicates that in the aggregate for the boys, 55 nationalities were given in addition to one apiece. "German and Irish," "Norwegian and German" are examples of such replies.

TABLE I. Nationality of Parents.

BLOOD	BOYS	GIRLS	TOTAL	PERCENTAGE
Bohemian.....	4	1	5	.85
Danish.....	7	1	8	1.35
Dutch.....	7	0	7	1.2
English.....	126	6	132	22.6
French.....	12	2	14	2.4
Finnish.....	2	0	2	.34
German.....	144	31	175	30.0
Irish.....	34	2	36	6.1
Polish.....	6	3	9	1.52
Scandinavian.....	144	34	178	30.5
Scotch.....	14	0	14	2.4
Swiss.....	1	0	1	.17
Welsh.....	1	1	2	.34
	502	81	583	99.32
No data.....	2	6	8	
	504	87	591	
Correction.....	55	9	64	
	449	78	527	

The Scandinavians and Germans appear to be using the short course in very nearly equal numbers; the former slightly ahead. The English are third. According to the 1910 census, the Scandinavians of the state are to the Germans as 36.9% is to 26.7%; hence proportionately, the Germans are attending the short course to a greater extent than are the Scandinavians. The Scandinavians may have reported themselves as American more often than did the Germans, but the data give no reason for such an inference.

LANGUAGE SPOKEN MOSTLY BY THE FAMILY. Each tongue has been credited with the total number of times it has been named, and since several reported more than one, the correction is necessary as was the case in Table 1.

TABLE II. Language spoken mostly by the Family.

TONGUE	BOYS	GIRLS	TOTAL	PERCENTAGE
Bohemian.....	2	0	2	.36
Danish.....	3	0	3	.55
Dutch.....	1	0	1	.18
English.....	274	30	304	55.80
French.....	9	1	10	1.8
Finnish.....	1	0	1	.18
German.....	72	16	88	16.1
Polish.....	5	4	9	1.6
Scandinavian.....	98	28	126	23.1
	465	79	544	99.67
No data.....	3	0	3	
	468	79	547	
Correction.....	19	1	20	
	449	78	527	

As would be expected, in the matter of the language spoken mostly in the home, English is much more predominant than in the matter of nationalities. A very noticeable shift has been made in passing from Table I to Table II. Have all the nationalities shifted to the English tongue to the same extent? This cannot be determined by comparing Tables I and II for the reason that eight pupils failed to reply as to nationality while only two failed to reply as to language spoken, as will be seen by glancing at the "No data" items in the two tables. Hence the groups in Tables I and II are not identical, altho very nearly so. Table III is made up of the replies of pupils who gave both nationality and tongue and so in this table the comparative shifts of the different nationalities can be approximated.

TABLE III. Nationalities compared as to shifting to the English tongue.

	NATIONALITY	TONGUE	ABSOLUTE AMOUNT OF CHANGE	PERCENT OF CHANGE
Bohemian.....	5	2	-3	-60.0
Danish.....	8	4	-4	-50.0
Dutch.....	8	1	-7	-87.5
English.....	176	298	+122	+69.31
Finnish.....	2	1	-1	-50.0
French.....	15	10	-5	-33.33
German.....	171	83	-88	-51.46
Polish.....	9	9	0	00.00
Scandinavian.....	174	121	-53	-30.46
Swiss.....	1	0	-1	-100.00
	569	529	-40	

The reason the "Tongue" column foots less than the "Nationality" column is the fact that while some give two nationalities, it is more rare for two tongues to be reported. This fact accounts for the failure of the third column to foot zero as it would had each pupil reported but one nationality each and one language each. The algebraic sum of the third column of figures is therefore -40 which corresponds to the difference in the footings of the first two columns, as it should, under the circumstances.

English, German and Scandinavian are the only nationalities represented in Table III in numbers large enough to be of interest. There appears quite a wide difference between the Germans and Scandinavians in the matter of adopting the English language. The change has been made much more generally by the Germans so far as the results of Table III indicate. The table cannot be taken as indicating the tenacity with which the nationalities hold to the mother tongue for the time element is not a factor here. The table shows merely a snapshot of conditions as they exist.

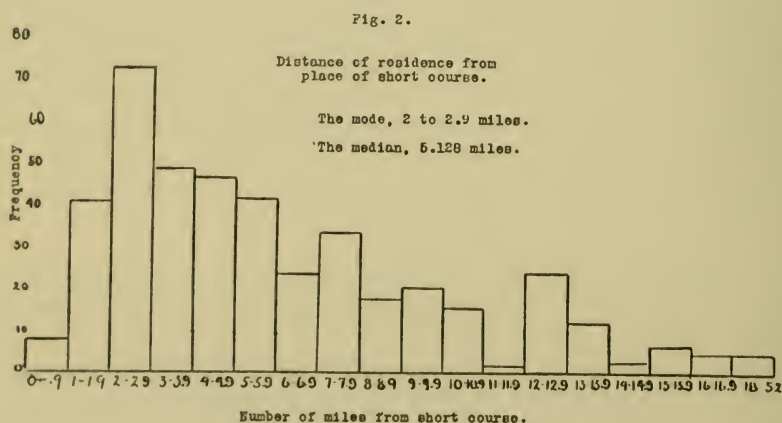
PLACE OF RESIDENCE. Altho the short course is designed principally for farm boys and girls, the pupils come from within the town as well as from the country, as is shown in Table IV.

TABLE IV. Place of residence; in town or country.

	BOYS	GIRLS	TOTAL	PERCENTAGE
No. in the country.....	391	56	447	84.8
No. in town.....	58	22	80	15.1
	449	78	527	99.9

The fifteen percent from within town may be given an interest in the farm or even directed toward it by means of the short course, or may be won back into regular school work.

DISTANCE OF RESIDENCE FROM THE SHORT COURSE. How far into the country the short course makes itself felt and something of an index of the amount of interest taken in the work by those attending is shown by Figure 2, in which the distribution according to distance from town is shown by the rectangular graph.



The mode in Fig. 2 is 2-2.9 miles. The median is 5.128 miles. For boys alone, the median distance is 4.72 miles; for girls alone, 6.45 miles.

BOARDING IN TOWN OR NOT. The following table deals only with those whose home is in the country.

TABLE V. Showing whether the 447 country pupils board in town, walk, ride or drive.

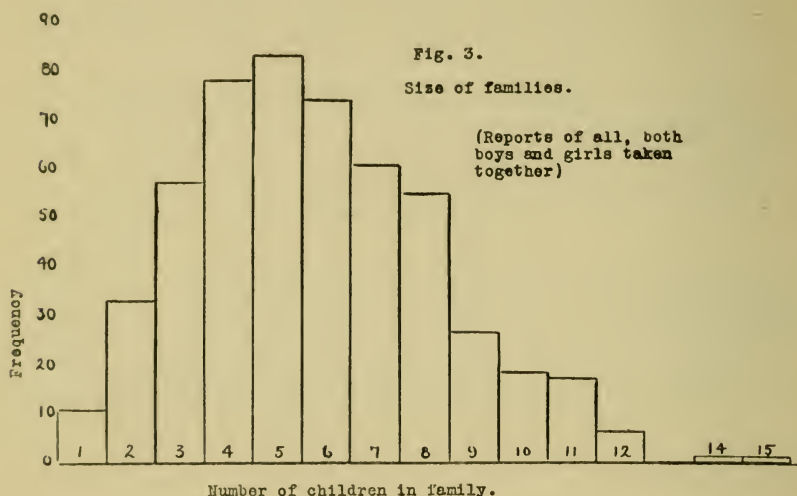
	BOYS	GIRLS	TOTAL	PERCENTAGE
Board in town.....	155	44	199	44.51
Walk, ride or drive.....	232	10	242	54.14
No data.....	4	2	6	1.34
	391	56	447	99.99

The majority of the boys drive back and forth while the majority of the girls board. Of the country boys reporting, 59.94% go home each day which taken together, with the fact that the median distance from town is 4.72 miles and the average distance is 5.6 miles, indicates considerable interest on the part of these boys. By going home each day they are not only able to help with the chores but are less exposed to the danger of forming habits of idling about town evenings.

FARM OWNED OR RENTED. 27 have failed to answer this question. Of the remaining 420 (country pupils only, considered here) 90% live on farms owned by the family; 10% on rented farms.

AUTOMOBILES. 40 boys, six girls, a total of 46 or 8.7% of the entire group come from families owning an automobile. Five of these automobiles are reported by town pupils, leaving 41 or 7.7% of the country pupils owning machines. Three boys reported "Soon" and one boy reported owning a motorcycle.

SIZE OF FAMILIES. The rectangular graph in Fig. 3 shows the distribution of pupils according to the number of children in the families from which they come.



Whether farm young people are allowed to go to town once a week or only once in three months might be expected to have some causal connection with their attitude toward farm life. Table VI shows that they are not in the main compelled to live in seclusion: over 71% go to town from once a week to every day or as often as they wish.

TABLE VI. Showing how often they have been able to go to town when not attending school in town.

FREQUENCY OF GOING TO TOWN	BOYS	GIRLS	TOTAL	PERCENTAGE
Every day to once a week	271	36	307	71.22
Less often than once a week to every two weeks	31	13	44	10.20
Less often than every two weeks, to once a month	55	11	66	15.31
Less often than once a Mo.	9	5	14	3.24
	366	65	431	99.97

Over 81% go to town every two weeks or oftener.

SUMMARY OF FACTS CONCERNING SEX, AGE AND FAMILY. From the foregoing we see that the typical pupil of our study is a boy 17 years of age, of Scandinavian blood (with the Germans and English ranking very close), comes from a family of six children, lives 5.6 miles from town upon an owned farm. The family does not own an automobile, but the boy is able to go to town once a week or oftener. The language he hears and uses most at home is English.

EDUCATION. The pupils were asked to state the number of months of schooling they had had, and whether in town, in country or both. About 39% had received schooling in both; about 47% in the rural schools only; and about 14% in town only. That they vary a great deal in total schooling previously received is shown in Table VII.

TABLE VII. Total Number of Months attended School.
(Whether in town, country, or both.)

MONTHS	BOYS	GIRLS	TOTAL	PERCENTAGE
0 - 19	19	3	22	4.46
20 - 39	42	0	42	8.50
40 - 59	147	22	169	34.27
60 - 79	126	29	155	31.44
80 - 99	71	14	85	17.22
100 - 169	18	2	20	4.05
	423	70	493	99.94

The question was somewhat difficult and 26 boys and 8 girls failed to reply. The average for the 493 who replied is 60 months of schooling; the median is 61.8 months. Space does not permit showing the distribution tables for those attending in town only, in the country only, or in both. Such tables present the following results: Average for those attending country schools only, 55.2 months. Median, 55.46 months. Average for those attending in town only, 74.6 months; median, 78.6 months. Average for those attending both town and rural schools, 66.5 months; median, 65.86 months. It is seen that those who have been in school in both town and country occupy a middle position as to the number of months of schooling. This is just as would be expected, and tends to corroborate the replies made by the pupils to this some-

what difficult question. Figuring nine months as the school year in town and seven months for the rural school year, it appears that eight years of schooling has been the prevailing amount.

GRADE AT WHICH STOPPED SCHOOL, WHEN AND WHY. Table VIII shows how long ago it was that they quit school.

TABLE VIII. Number of years ago that they stopped regular school.

	BOYS	GIRLS	TOTAL	PERCENTAGE
One year or less.....	237	39	276	53.38
More than one year to two years.....	91	20	111	21.46
Three years ago.....	52	8	60	11.60
Four years ago.....	26	4	30	5.69
Five years ago.....	7	4	11	2.08
Six years ago.....	12	0	12	2.27
Seven to seventeen years ago.....	16	1	17	3.29
	441	76	517	99.77
No data.....	8	2	10	
	449	78	527	

Over half the group have been out of school but one year or less and about 27% have been out from three to seventeen years. Table IX shows the grade at which they stopped school and hence presents again the wide variation as to school preparation and the periods at which the elimination has been heaviest.

TABLE IX. Grade at which stopped regular school.

GRADE	BOYS	GIRLS	TOTAL	PERCENTAGE
Fourth to sixth.....	34	4	38	7.36
Seventh.....	98	14	112	21.74
Eighth.....	215	19	234	45.43
"Passed eighth".....	52	19	71	13.78
Ninth.....	42	4	46	8.93
Tenth.....	0	4	4	.77
Eleventh.....	4	1	5	.97
H. S. graduate.....	3	1	4	.77
In the H. S.....	0	1	1	.19
	448	67	515	99.94
No data.....	1	11	12	
	449	78	527	

Modal grade is the eighth.

Median, 7.46 grade or .46 of the way thru the eighth.

About 10% percent left school while in high school. About 14% had passed the eighth grade and were qualified to enter high school but chose otherwise. About 67% were in the seventh or eighth grades.

A broad classification of their reasons for stopping school is shown in Table X.

TABLE X. Reasons for stopping regular school.

	BOYS	GIRLS	TOTAL	PERCENTAGE
Had to work.....	249	13	262	45.72
To take short course.....	36	3	39	6.80
Disinclined.....	135	30	165	28.79
Could not go on.....	71	19	90	15.70
Expect to go on.....	6	0	6	1.04
Miscellaneous.....	7	4	11	1.91
	504	69	573	99.96

A few gave several reasons, hence the total number of reasons exceeds the total number of pupils, 527. Only a few declared as a reason that the teacher was unsympathetic or the studies distasteful. 15 boys and one girl found fault with the teacher and 26 boys and three girls said the studies were distasteful. As may be seen by reference to the questionnaire, these possible reasons were suggested parenthetically with the question as a help to the pupil to express his feelings along this line if he had such. The fact that the question was put in such a way as to encourage finding fault with the teacher or studies makes the number giving such replies appear somewhat small. If there were space here it would be interesting to quote several hundred of the replies on this head. Suffice it to say that work and a lack of appreciation of the value of a high school education are the prevailing reasons.

NUMBER WHO HAVE ATTENDED COLLEGE. 15 boys and one girl reported they had attended college, most of them having attended some business college.

LYCEUMS, SOCIALS, SPELLING MATCHES, IN THE COUNTRY. We shall here deal with only the 447 rural pupils. 58 or 12.97% failed to reply. 80 or 17.89% reported that they did not attend such meetings. 309 or 69.12% said they did attend.

As to kind of such meetings and frequency of attending, many and varied were the replies and space does not permit reproducing the tables in detail here. 219 pupils reported both the kind and the frequency of attendance upon such meetings. 115, (55.16%) reported socials; 86 (30.6%) name spelling matches; 35 (12.45%) give lyceums; 5 (1.78%) state lectures. A number reported going to such meetings as often as they were held. One girl reported that she had "the best time" at such meetings and always attended.

PLACE OF GOING TO CHURCH. 27% attend church in the country. 63% in town. 3.79% in both. 2.46% nowhere. 3.6% made no reply.

CITIES VISITED INCLUDING NUMBER OF VISITS. An aggregate of eighty important cities was reported as having been visited. Minneapolis is named 210 times, St. Paul 176 times, Chicago 36 times. The table of cities is too large to be shown here. It can be summed up as follows: 24.47% did not reply. 8.91% replied "No large city." Of those replying, the average number of cities named by the boys was 1.91; by the girls, 1.59. As to the number of times they had visited the cities named, the average for the boys was 2.00; for the girls, 1.67. 201 pupils named more than one city and seven boys added "Many others" to the list of cities they named.

BOOKS READ DURING THE PAST TWELVE MONTHS. The number of books reported ranged from one to forty. 267 pupils reported a definite number, giving the titles. The average for these pupils is about 3.75 books each. A few of the books most often named are as follows, the number in each case indicating the number of pupils reporting that book or set of books: Alger Series, 19; Black Beauty, 18; Cudjo's Cave, 15; Uncle Tom's Cabin, 15; Last of the Mohicans, 14; Shepherd of the Hills, 13; St. Elmo, 13; Treasure Island, 10; Story of the Titanic, 10; Calling of Dan Matthews, 8; Freckles, 8; The Girl of the Limberlost, 8; Jack, the Young Ranchman, 8, and so on thru an interesting list of 716 different titles. 648 titles were named only three times or less. The entire list possibly indicates the kind of books available and also to some extent at least, the tastes of the readers.

SUMMARY OF FACTS CONCERNING EDUCATION. In addition to the facts already summarized regarding age, sex and family, we can now state that the typical short course pupil has had a to-

tal of 55 months of schooling, all of which has been in the rural schools. He stopped one year or less ago, was about half way thru the eighth grade and quit because of work at home. He has never attended college, has attended socials in the country about twice a month, goes to church in town, has been in two cities, twice in each, and during the past twelve months has read two books.

THE SHORT COURSE. Some of the schools furnishing the data were offering their first short course. 384 pupils were in schools where a short course had been conducted the year before. Of these, 86 had attended a previous short course. Why more short course pupils do not return for a second season is an interesting question, but one upon which our data throw no light.

SUBJECTS STUDIED. In all, 62 different subjects are named, but this number can be reduced by a classification of similar terms under one broad term. Accounting can be made to include "Book-keeping," "Business Methods," "Business Forms," "Farm Accounts," etc. and so on for other subjects. The subjects offered most commonly by the schools are as follows in order: Agriculture, Arithmetic, Woodwork, English. In other words, of the 2,377 subjects reported, in the aggregate, agriculture holds the highest percentage of this number. Next after English comes civics. 492 were studying agriculture; 164 were studying civics.

PREFERENCES AS TO SUBJECTS. To decide which subjects were most popular, we compute the percentage of times a given subject has been named as first, second or third choice of the possible number of times it could have been so given. Domestic science stands first, agriculture second, manual training third, blacksmithing fourth, with civics at the foot of the list and English next to the foot.

REASONS FOR CHOICES. Pupils often gave several reasons. Classifying these hundreds of varied and often slightly different reasons, we find that "Useful" is the idea uppermost with 49.76%; "Like it" with 46.42%; while 5.78% have given miscellaneous, rather unclassifiable reasons. If room permitted, numerous quotations from the replies would be interesting.

OUTSIDE STUDY. 56% report some outside study. The distribution table for the amount of time has for its mode from thirty minutes to an hour.

REASONS FOR LIKING THE SHORT COURSE. A classification is made of all the reasons, in Table XI.

TABLE XI. Reasons for liking the short course.

	BOYS	GIRLS	TOTAL	PERCENTAGE
Convenient.....	121	3	124	22.42
Commercial (useful).....	118	6	124	22.42
Like teachers or studies...	78	26	104	18.80
Can learn.....	50	11	61	11.03
Like the work.....	7	0	7	1.26
Miscellaneous.....	81	23	104	18.80
Social phases.....	15	14	29	5.24
	470	83	553	99.97

If extended quotations could be made it would appear that this particular form of school seems to suit them. We are now ready to learn what improvements they have to suggest.

TABLE XII. Suggestions for improving the short course (classified.)

	BOYS	GIRLS	TOTAL	PERCENTAGE
Have athletics.....	1	1	2	.78
Better or special teachers	2	0	2	.78
Add new subjects.....	80	13	93	36.61
More of present subjects..	41	11	52	20.47
Larger attendance.....	11	5	16	6.29
Longer hours or term....	26	8	34	13.39
Miscellaneous.....	16	6	22	8.66
More or better equipment	21	1	22	8.66
Social life, entertainments	5	6	11	4.33
	203	51	254	99.96

Most of the wishes are fulfilled in other schools, which is an indication of the good judgment of those making the suggestions.

SUMMARY OF FACTS CONCERNING THE SHORT COURSE. The typical short course pupil is attending the short course for the first time; studies agriculture, English, farm arithmetic, and manual training with his preference about equally divided between agriculture and manual training and his least preference for English. His preferences are based on the usefulness of the subjects. He studies from a half hour to an hour each day outside of school, and

likes the short course mainly because it is convenient as to time and useful as to studies. His idea of improving the short course is to add new subjects and devote more time to the ones he now takes.

VOCATION. 96 boys and 20 girls failed to reply with respect to what vocation they expected to follow. Of the choices made by the remaining 411, 71.42% were agricultural; 5.66%, agencies and office; .9%, artistic; 2.26%, commercial; 2.72%, domestic and personal service; .45%, manufacturing; 6.12%, mechanical, building and construction; 8.39%, professional and semi-professional; 1.36%, transportation; .68%, miscellaneous.

30% did not reply to the question asking with whom they had talked over their future vocation. Of those replying, 48% named members of family or other relatives; 27.6% said "No one;" 10% "Friends;" 10.3% named teachers.

A classification of the reasons given for choice of vocation shows: A desirable life work, 33.95%, Good chance of success, 17.98%; "I like it," 33.44%; Profitable, 11.09%; Unable to do anything else, 1.68%; Miscellaneous, 1.84%. The mere making of money is happily not the controlling idea. With only 11% putting money first, 67% have chosen on the basis of a desirable life work or because they fancied the work. These results are similar to those obtained by Professor Liberty Bailey in his study of the agricultural students of Cornell University. He reports "----- the prominence given to ideals and the subordination of mere personal emolument and desire for money."*

A comparison of fathers' vocation with the vocation chosen by pupils shows a drift from the farm of only 17%. An increase is found in the agency and office work, mechanical and building lines, and professional and semi-professional callings. Of the 391 farm boys, 289 have chosen the same vocation as their father. Many of the pupils failed to answer or were undecided as to vocation. However, 46 farm boys replied definitely choosing a vocation other than farming. A table has been worked out comparing these 46 in many particulars with the entire group with the result that they seemed to be fairly typical in every way and no explanation is apparent from the data for their purpose to get away from farm life. These 46 differ slightly from the entire group in the following ways: A higher percentage are Scandinavian; attended lyceums,

* Outlook, Vol. 102, p. 537.

etc. less; higher percentage of rented farms; higher percentage own automobiles; the families are larger, and more books are read.

138 plan to attend college. The agricultural college and business college attract most of these with an attracting power that seems to be exactly equal in amount. They plan to attend their chosen college either within one year or within two years, mainly.

SUMMARY OF FACTS CONCERNING VOCATION. The typical short course pupil is definitely headed toward the farm, has talked over his future vocation with his family and relatives, follows the vocation of his father, chooses farming because he considers it a desirable life work and likes it, and is not expecting to attend college of any kind.

PERSONAL EQUATIONS. Table XIII presents a classification of the replies as to their favorite way of having a good time.

TABLE XIII. Favorite ways of having a good time (classified).

	BOYS	GIRLS	TOTAL	PERCENTAGE
Church, religion, etc.....	3	1	4	.50
Educational.....	44	16	60	7.58
Miscellaneous.....	16	2	18	2.27
Music, theatres, etc.....	36	16	52	6.57
Social pleasures.....	229	45	274	34.63
Sports.....	320	42	362	45.76
Travel.....	8	0	8	1.01
Work.....	11	2	13	1.64
	<u>667</u>	<u>124</u>	<u>791</u>	<u>99.96</u>

The total number of ways exceeds the number of pupils as more than one way was frequently given. Extended quotations from the replies on this head would be interesting if space permitted.

In naming the persons they would wish to be like, 212 gave an historical character; 65 a personal acquaintance. Of the historical characters, Lincoln leads, with Washington a close second. The personal acquaintances named are people of widely varying occupations. 47.36% failed to reply to this question. In all, 68 different historical characters were named. Table XIV presents a classification of the one wish they would make if they might have one wish granted.

TABLE XIV. Classification of their foremost wish.

WISH	BOYS	GIRLS	TOTAL	PERCENTAGE
Character.....	24	0	24	4.86
Education.....	66	21	87	17.64
Health, Happiness.....	36	8	44	8.92
Home.....	14	4	18	3.65
Land.....	145	0	145	29.41
Miscellaneous.....	32	8	40	8.11
Personal property.....	56	1	57	11.56
Money.....	32	1	33	6.69
Position.....	15	11	26	5.27
Travel.....	10	9	19	3.85
	430	63	493	99.96

The desire for mere money is creditably a very slight factor in all these varied and interesting wishes. When land is wished for, the desire does not appear to be so much that of an ambition to be rich as it is to have the means of full and free expression of the self; an opportunity to work out ideas and ideals. In the main the wishes seem to indicate a desire to work out life's problems to a successful issue. Similar to the more highly educated students, these pupils are idealists. Life, as well as a living, is vital with them.

SUMMARY CONCERNING PERSONAL EQUATIONS. Sports and social pleasures furnish the typical short course pupil his favorite way of having a good time, Lincoln is his ideal character, and the means for self-realization in his chosen pursuit seems to be his foremost wish.

CONCLUSION. The reader will perhaps be best satisfied to draw his own conclusions from the foregoing data. It is believed that short course conductors and teachers may find hints here, as may also the student of rural problems. It has not been possible to show the spirit of the replies because there was not room for quotations. Exultant describes the spirit fairly well. These whom we might regard as eliminated appear to be tackling life with zest; to be going forth with a "Hurrah."

The Winona Normal Bulletin is published quarterly. One number contains the annual catalog of the Normal School.

THE BULLETIN is glad to be able to announce that its subscription price has been reduced to 25c a year. This has been made possible by the Normal School's paying a part of the expenses of publication.

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THE CLASS OF 1913.

Allen, Eloise.....Pelican Rapids.....3d
 Berry, Frances.....Owatonna.....3 & 4
 Biederstaedt, Ina.....Fulda.....5th
 Bornkamp, Etta.....Bird Island.....4th
 Briggs, Carmen.....Excelsior.....2d
 Bryan, Ethel.....So. St. Paul.....3 & 4
 Charles, Grace F.....New Richland, 8th &

Music

Chatelain, Charlotte.....Morgan.....4 & 5
 Charleain, Laura.....Lester Prairie.....8th
 Dewart, Dorothy.....Elgin.....8th
 Donaldson, Amanda.....Montevideo.....6th
 Dorival, Lucy.....Welcome.....4 & 5
 Ellingson, Mildred.....Jordan.....2d
 Erwin, Edith.....Bemidji.....8th
 Farrell, Marguerite.....Ely.....Pri.
 Fynke, Veronica.....Gaylord.....8th
 Glubka, Isabelle.....Gilbert.....Pri.
 Gray, Belle.....Owatonna.....6 & 7
 Henderson, Roxa.....Wadena.....6th
 Hurd, Rubie.....Wadena.....2d
 Jessen, Hattie.....St. James.....3 & 4
 Kelley, Ann M.....So. St. Paul.....5 & 6
 Kiesling, May.....Farmington.....4th & 5th
 Klein, Blanche.....Luverne.....3d
 Klein, Violet.....Preston.....2d
 Knox, Blanche.....Jackson.....7th
 Knowlton, Rhoda.....Luverne.....5th
 Langdon, Ray.....Oglivie.....Prin.
 Leonard, Florence.....Lanesboro.....8th
 McDonald, King R.....Eyota.....Prin.
 McKeown, June.....Fairmont.....7th
 Nugent, Joey.....Franklin.....8th
 Palmer, Vivian.....St. James
 Penrod, Luella.....Eveleth

Perkins, Floyd E.....Owatonna.....Prin.
 Pett, Harris G.....Sec. Winona Normal

School

Risinger, Gerald.....Philippines, Dist. Supt.
 Rowles, May.....New Prague.....8th
 Rue, Julia.....Warren.....5 & 6
 Sainsbury Catherine.....Lewiston.....Rural
 Sanger, Emma.....Lake Crystal.....7th
 Spates, Marjorie.....Alden.....3 & 4
 Stark, Marguerite.....Spring Grove.....4 & 5
 Swanson, Isabelle.....Hedgesville, Mont., Prin.
 Swendemen, Eva.....New Richland
 7th & House. Arts.
 Tainter, Elmer.....Student at Ames, Iowa
 Thompson, Mildred.....Owatonna
 VandeBogart, Hazel.....Owatonna.....5 & 6
 Westman, Irene.....Austin.....4th
 Whitney, Hazel.....Ely
 Whomes, Irma.....Post-graduate work at
 W. S. N. S.

Wilkinson, Ida.....Owatonna.....3 & 4
 White, Harry.....Not teaching
 Zaun, Henrietta.....Blooming Prairie.....3d
 Aurlie, Bertine.....Mountain Iron
 Crane, Wilma.....Great Falls, Mont., Prin
 Cros Grove, Ellen.....Norwood.....2d
 Field, Helen.....Bird Island.....8th
 Foxwell, Ella.....Anoka.....5 & 6
 Hatlestad, Clara.....Lake Crystal.....5th
 Henessey, Florence.....Spring Grove.....2 & 3
 Finklenberg, Elsa.....Marietta
 Johnson, Gertrude.....Canton.....Pri.
 Kaiser, Mable.....Dist. 88, Winona, Rural
 MacKusick, Marion.....Hector.....2 & 3
 McKeen, Ruth.....Fergus Falls.....2d
 Miller, Nessie.....Grand Meadow.....5 & 6
 Winters, Pearl.....So. St. Paul.....2d
 Frost, Lucy.....St. James.....4th
 Kelberer, Mary G.....St. Charles.....Rural
 Abbott, Helen.....Married
 Aure, Nora.....Tracy.....2d
 Chilson, Iona.....Luverne.....Pri.
 Foster, Carlisle.....Wykoff.....Pri.
 Goetz, Alice.....Braham.....Pri.
 Hanson, Gertrude.....Kenyon.....2d
 Lowell, Esther.....Mahmomen
 McNeil, Mabel.....Champlin.....Pri.
 Murphy, Celia.....Nashwauk.....Pri.
 Nixon, Esther.....Bemidji.....Kg.
 Olson, Mildred.....North Branch.....Pri.
 Peterson, Sena.....Renville.....Pri.
 Richardson, Laura.....Park Rapids
 Russel, Lucy.....Hanley Falls.....Pri.
 Sanders, Gladys.....Chehalis, Wash.....2d
 Schaul, Ruby.....New Ulm.....Pri.
 Schonhovd, Lulu.....Le Sueur.....Pri.
 Schyan, Clara.....Ely.....Kg.
 Sullivan, Ann.....Virginia
 Whittet, Maude.....Clarkfield.....Pri.
 Beyer, Sylvia.....Lynd.....7 & 8

Bundlie, Hazel..... Mazeppa.....5 & 6
 Church, Edna.....Alden.....5 & 6
 Edwards, Flora.....Elk River.....7th
 Gower, Winnifred.....Springfield.....3d
 Haugen, Bessie.....Mabel.....2 & 3
 Hudson, Orilee.....Lanesboro.....Int.
 Kingsley, Edna.....Lake Benton.....2d
 Lindbloom, Etta.....Stillwater.....7th
 McGhie, Anna.....Milaca.....6th
 Sandstad, Olga.....Kelsey
 Steichen, Florence.....Gilbert.....3 & 4
 Strand, Rose.....Spring Valley, 8th & dep
 Tierney, Veronica.....Kenyon.....5th
 Torkelson, Mabel.....N. Dak. Rural School
 Kammerer, Gertrude.....Goodhue.....3 & 4
 Voelker, Isabelle.....Claremont, High School
 Sweeney, Marie.....Henderson.....3 & 4
 Carhart, Mildred.....Worthington.....6th
 Connolly, Maryan.....Morgan.....Asst. Prin.
 Galvin, Jane.....Preston.....8th
 Hamann, Gertrude.....Winona County Rural
 Jones, Mary E.....Mitchell, S. D., Pri. Sup.
 McNallan, Rose.....Ada.....8th
 Morgan, Leila.....Herman.....Pri.
 Pettis, Josephine.....Stu. Univ. of Chicago
 Fiene, Mary.....Duane Indian Sch. Pri.
 Olson, Ruth.....St. James.....2d
 Waite, Grace.....
 Weida, Mary.....Caledonia Rural
 Whited, Gertrude.....Chatfield.....8th
 Scribner, Edna.....Chisholm

Marcella McGuane, '94, is Mrs. George F. O'Donnell of Watertown, S. D.

Adelaide Nazette has married Mr. W. J. von Essen and lives at LeSueur.

Chris Amos and Edith Hyde Amos live at Hendrum and have one child.

Bertha Dahling married John Clark and lives at Virginia.

Laura Harkness is at home this year in Mabel.

Paul Hardt '11 is instructor in Science and Mathematics in St. Charles.

Stella Danielson '11 is teaching in Fresno, Cal.

Helen Robb '11 has gone to Menominee, Wis., to attend Stout Training School.

Elsie Grover '11 is teaching in Tracy.

Ida Harkness has graduated from the University and is now principal at Alden.

Margaret Williams is Mrs. H. V. Fick of Lake City.

Nettie Berthe '11 is Mrs. Fred G. Miner of Mabel.

Ruby Peterson '12 is Mrs. King McDonald '13, of Eyota.

Florence L. Conrad '06 and Ray LeMay '07 were married in June and are living at Oxnard, Cal., where he is supervisor of playgrounds and director of manual arts.

Charlotte Pettis '07 is Mrs. John Emerson of West Concord.

Bess Odekirk '08 is Mrs. Walter A. Bade of Billings, Mont.

Mabel Miller '11 is Mrs. Oscar Luettinger of St. Charles.

Gladys Maloney is Mrs. A. H. Olson of Preston.

The following changes in teaching positions are noted:

Jean Colville '10 to Grafton, N. D. Goldie Goodman '11 to Minneapolis; May Fladager to Spring Grove; Florence Kammerer '11 to Harmony; Hazel Allen '11 to St. Charles; Anna Kingsford '95 to Minneapolis; Eva Parish '08 to Worthington; Alice Gunderson '11 to Aitken; Anna McGuane '09 to Seattle; Clara Caswell '08 to Minneapolis.

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THE WINONA NORMAL BULLETIN

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THE GRADING OF STUDENTS
THE SUMMER TERM, 1914

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TEN

FEBRUARY, 1914

NUMBER
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Winona, Minnesota

Series X

FEBRUARY, 1914

Number 2

THE GRADING OF STUDENTS

G. E. MAXWELL

A recent discussion of the high school grades upon which the University of Minnesota receives freshmen, justifies a brief consideration of the general efficiency of this form of measurement and of possible means for its improvement, especially since educational procedure is about to be subjected to much more accurate tests of its results than have ever heretofore been attempted.

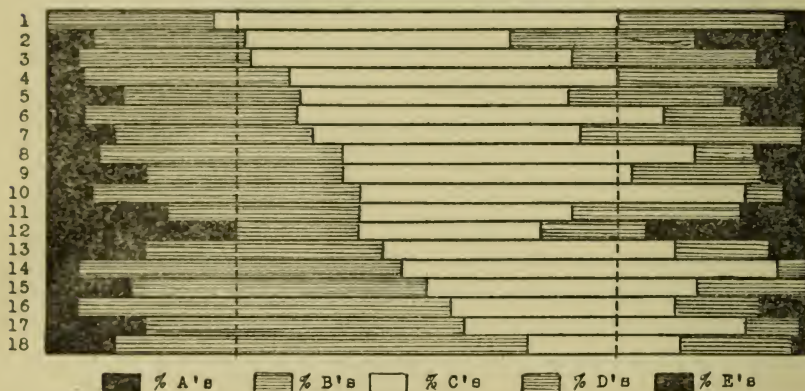
The grading of students is the most extensive measuring device now used in educational institutions. Its importance, too, is in proportion to its extent. Not only is the scholastic, vocational, and economic future of the student involved, but the educational standards of the institution itself are not only expressed but to a degree determined by the accuracy and adequacy of its grading system. Hence it is desirable that such a system be employed as will yield standardized, dependable, and therefore uniform results among the teachers of an institution.

But under the ordinary scheme for grading there is and can be little or no uniformity even in the same school. Different teachers grading the same papers vary by nearly the whole extent of the scale employed. This is illustrated in the two examination papers in English in Wisconsin where one paper, scored by 142 teachers of English, ranged from 64 to 98, and the other paper from 50 to 98. Likewise a mathematics paper ranged from 28 to 92 in the judgment of 118 teachers of mathematics.* In the Winona State Normal School (where the four passing marks are A, B, C, and D) the extremes of variation of the sums of A's given by all teachers thru two terms, (fall and winter, 1911-1912) were 0 and 25, the B's varied from 20 to 54, the C's from 23 to 53, and the E's or failures from 0 to 21. That is, while one teacher during these two terms did not give an A, another teacher at the same time with many of

*School Review, 20:442; 21:254.

the same students gave 25% of A's; indeed it was easier to get A's from the second teacher than to get B's from the first. Other striking differences in standards among the teachers will be noted in the following graph:

Distribution of 3146 grades of 18 teachers,
Winona State Normal School, 1911-12.



The grading which results in this degree of variation is the result of some such procedure as this. Each teacher has in mind a more or less definite personal standard or ideal of accomplishment for the students of the age of those coming under his tuition. By means of this mental standard he separately measures a student's work or papers. If the work or papers and the mental ideal are equivalent, a grade of excellent, 100, or A is given. A student whose results fall below this ideal standard receives a mark intended to express the measure of variation from the standard. This kind of standard is largely personal, because it grows out of the teacher's individual experience, his education, his view of life, and it is largely fixed by his knowledge of what previous classes of students of supposedly the same degree of ability have accomplished under like conditions. Therefore, when no two of the teachers reported above were using the same unit of measure it was not to be expected that the results of their measures of the same papers would be uniform, even tho they might all call their units by the same name.

Grading is an institution problem. It is not essentially a matter of academic freedom, and only in a small way a matter of taste. The Latin proverb, "There is no disputing about tastes," is scarcely more applicable to the grading of a student's school work

than to the scoring of the batting average of a baseball player or the assessing of property for taxation. Yet our schools in general "are in the position," as Dr. Cattell says, "of a grocer, who should let each of his clerks give to customers, without weighing and without knowledge of market prices, what he believes to be a dollar's worth of sugar or tea."†

It is clear, therefore, that if the grading of students is to possess validity and command respect it must depend upon some more objective standard and thus exhibit greater uniformity in results, at least among teachers of the same institution. The effort to refine this measure in any school involves a number of factors. The purpose here is limited to the enumeration of four of these factors, with a brief explanation of each, for possible suggestions and help to teachers in high schools and in the higher grades of the elementary school.

First, select and define the divisions or steps of the scale to be employed in measuring and expressing different degrees of merit.

When selecting the divisions, note that such words as good, very good, poor, etc., are not only inexact as division points on a scale but that they are undesirable adjectives by which to qualify and express the work of a student because they suggest moral as well as scholarly values. On the other hand the per cent plan for dividing the scale is unsatisfactory. It does not mean what it seems to mean, for if 70 is the lowest passing grade, then 70 is the lower limit of the scale and not zero as is implied. Moreover, the per cent steps on a scale for grading school work are too fine to be applied by any yet known method of judgment. Dr. Starch finds that seven division points for passing grades are the maximum number distinguishable by a teacher grading his own students, and he shows that a still coarser scale is required to secure reasonable uniformity of judgment among different teachers.‡

The following scale and meanings are commonly used, possess special merit, and are here recommended as worthy of adoption: Let A stand for excellent work; B for commendable work; C for average; D for passing, and E for failing work.

Second, adjust the work of any class to the best effort of the middle half of the class.

†Popular Science Monthly, 66:367.

‡Science, 1:38:360.

While the work so adjusted will be somewhat too difficult for one quarter and too easy for another quarter of the group, the loss is smaller for the class as a whole than it would be under any other plan of assignment. Moreover, special arrangements are always possible to the teacher for reducing any losses that may come to the members of the class in the two extreme quarters. In any event, the upper quarter will take care of themselves, and the lower quarter will profit, indeed most of them will pass.

The progress of a class thru a term or semester's work is not unlike the recent retreat of the Mexican refugees from Chihuahua to the Rio Grande. The one thought of the leaders of that retreat was to march as fast as possible and yet save every member of the band. For all to move as fast as the slowest quarter could go would mean that all would fall into the hands of Villa; on the other hand, to permit the fastest quarter to set the pace would mean that stragglers would continually fall and die by the way. The rate of march was determined by the endurance and general marching ability of the middle half, some of the burdens of the weak were carried by the strong, while those who were very weak were carried. Under this wise plan they all reached their destination safely.

This rule of adjusting the assignment to the best effort of the middle half of the group results in each class's fixing the degree of difficulty of its own work and the rate of its own progress, and largely discards the use of the teacher's mental standard of accomplishment and progress, as will be explained in the next recommendation.

Third, score each student's work and fix upon his standing by employing two factors, as follows: first and primarily, determine his rank in the class, i. e. the relation of his work to that of his fellows; second, and secondarily, modify this measure or position by the teacher's so-called absolute or mental standard which has been determined by previous work with students of like preparation.

The reason for limiting the importance of the teacher's mental standard in rating the student's work lies in the fact that this standard was itself originally developed out of the student-ranking process. It is the result of ranking large numbers of students in the order of their ability and results until a standard is derived which seems to be independent and absolute, but in reality it is still a relative standard. If, therefore, any student is to be graded

by his rank or position, it is better to rank him in relation to his own class than in relation to former classes the distance of whose work may have added enchantment to their record. Hence the member of any class clearly has the right to be judged primarily in terms of the ability of his own class, and secondarily in terms of the ability of former classes.

If the students making up the group are properly classified, so that they possess sufficiently similar abilities to enable them to work together effectively, they will at the end of the course rank in order from excellent to failing as a result of the adjustment of work to the best effort of the middle half. Nevertheless, in any case where the selection of students is unusual in any way, this arbitrary ranking may and should be modified by the so-called personal standard derived from the work of earlier groups of equal age and capacity. Such modification for differences in personal judgment as well as for factors of diligence, the overcoming of special obstacles or a student's individual improvement, are also made possible thru the coarser divisions of the scale as recommended above. With this somewhat coarse division of the scale, these modifications will not materially impair the general uniformity among teachers in their distribution of grades.

In the light of this third factor for standardizing grading, it would have been easy for the Wisconsin teachers concerned in examining the English and mathematics papers to approach uniform judgments of the relative value of any one of the papers if they had had at hand the other papers of the class. Upon determining the rank of the paper in the series, the affixing of uniform marks according to some distribution previously agreed upon would not have been difficult.

After (1) having determined the number and meaning of the grades to be five, with A for excellent, B for commendable, C for average, D for passing, and E for failing work; (2) having adjusted the work to the best effort of the middle half of the class, and (3) having ranked the students in the class from the best to the worst, then

Fourth, assign to approximately one half the students the grade of C.*

This ratio is arbitrary, except that having settled upon C to

*This rule has been successfully used in the University of Missouri for several years.

represent average accomplishment, this ratio of one-half cannot in the long run be unduly increased or diminished, else it will no longer designate average ability. With the C grades thus assigned, the two pairs of remaining grades will fall in about equal numbers above and below this middle C. While the measures of an individual class, especially when it is small, cannot be expected to conform strictly to the letter of this rule, one should expect the cumulative records of a teacher in charge of several classes closely to approach these results. The provision for exceptions in rank should not be so liberally interpreted as in the long run would result in a permanent tendency to depart from the rule itself.

Two considerations seem to justify this distribution. First, the totals of grades in schools using the coarser divisions of the scale do, in the long run, as a practical matter of fact, approach very closely to this curve of distribution, as is shown by the cumulative records of the grades of institutions as a whole. For example, 8,969 grades A to E, in elementary courses at Harvard, were distributed as follows: A, 7%; B, 20; C, 42; D, 21; and E, 7. In the Winona State Normal School the 3,146 grades (1911-12) without any prearranged distribution, were 9, 31, 38, 15, 7 per cent respectively. During the fall and winter terms of last year, 841 grades for the junior class alone were 4, 26, 44, 20, 6. Indeed experience gives this distribution of grades so commonly that it points toward some law unconsciously followed, and psychology and biology seem to verify this supposition.

Thus the second suggestion leading to this distribution is the fact that scientific inquiries into the relations of human abilities of various kinds, both physical and mental, seem to show that they are all distributed in the same way, namely, in the proportions represented by the normal curve or normal surface of frequency. That is, variation in scholastic performance is like variation in height, or variation in skill in hitting a mark, and is represented by the same kind of curve which illustrates the ratio of the numbers of heads from 0 to 4 which will turn up in the long run when four coins are tossed, namely, 1, 4, 6, 4, 1. Here again the number of cases must be sufficiently large to overcome special or unusual conditions. In sixteen throws one might not get this series, but in the long run 0 heads will appear 1 time while 1 head appears 4 times, 2 heads six times, 3 heads 4 times, and 4 heads 1 time.

Distribution of grades
in several schools

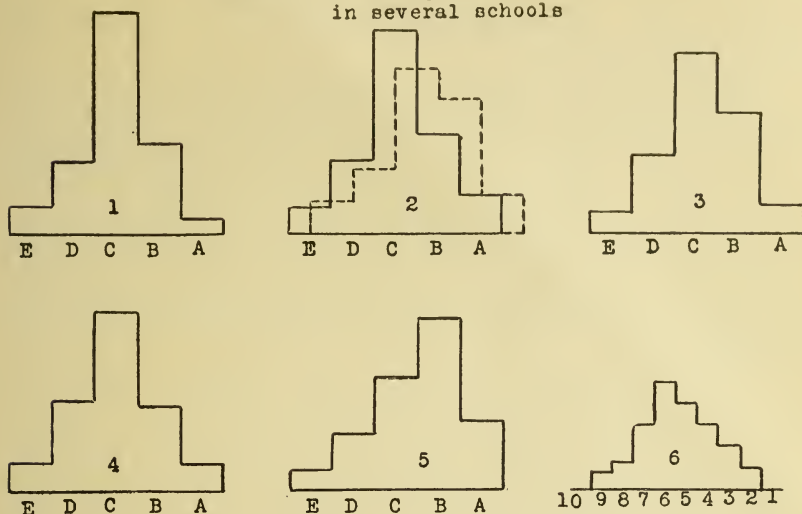


FIG. 1—Distribution of 99,443 grades, University of Missouri, under an assignment of C to the middle half of each class.

FIG. 2—Distribution of 1,694 grades, Winona State Normal School, fall of 1913-14, (solid line) compared with distribution of 3,146 grades for two terms, 1911-12 (broken line).

FIG. 3—Distribution of 197 practice-teaching grades, Winona State Normal School, 1912-13.

FIG. 4—Distribution of 8,969 grades in elementary courses at Harvard University.

FIG. 5—Distribution of 12,278 grades, University of Wisconsin, illustrating skewed curve, defended by Dr. Dearborn, Bulletin of the University of Wisconsin, No. 312.

FIG. 6—Distribution used in Reed College preferred by Dr. Foster, Science, 35:887.

Since the two high marks, A and B, are designed to indicate distinction, to assign them in the long run to more than 25% of the students would mean to miss the thing aimed at and to characterize distinguished ability as average. If then, too many of the class are being marked high, their work should be increased, the entrance requirements lowered, or the hours for the course reduced. Moreover, the teacher who believes that his course attracts only the strongest students, and the teacher who believes that his form of instruction brings thru a larger percentage of students with high accomplishment, should quicken the pace of their classes. If the group of refugees are unusually strong, or if their commander knows the secret passes, or the best water supplies, or the way to

inspire the best effort, it behooves them still to flee fast from the wrath of Villa. They ought still to adapt their pace to the best effort of the middle half.

It should be noted that the conditions surrounding the grading of students develop a strong tendency to skew the curve toward the high grades. The members of a class want high marks, and they never protest a mark that is too high; doubtful situations arise in which it is easier to give the student the benefit of the doubt; a teacher's pride is satisfied when he sees his students doing well as evidenced in their high grades. Some one has pointed out that it is a democratic tendency to place too many students in the distinguished class.

But some teachers hold that in more advanced classes of a school the number of high marks should exceed the number of low marks for the reason that the weaker students have been eliminated and because the students who remain are increasingly proficient. But the plan outlined here provides and requires that as a student or as a class advances in ability the work shall advance in difficulty at the same rate. If the higher classes rightfully deserve continuously higher grades, then colleges should grade higher than high schools, and high schools higher than elementary schools. The reason batting averages in the major leagues are no higher than in the minor is that major league teams have major league pitchers. The batting averages of the very select players who recently staged the world series of games were no higher than ordinary averages and they were distributed for the series in the normal curve of frequency of a chance event.

But if, on the other hand, the teacher holds that the results of the work of the course are poor and unsatisfactory and that the distribution of grades here recommended would overestimate the worth of the class, he should either secure an increase in the requirements for admission to the school or course, or a lengthened time during which his students may pursue the subject, or else reduce the difficulty of the work itself. He has no right to fail a quarter or a third of his students in an effort to raise his standard. When a student is assigned to a group for a study, it should be assumed that diligence will carry him thru to success barring a small percent of danger of failure. If a class is admitted to a course upon properly approved credentials, then the bulk of the class has a right to pass.

If, then, one grades according to relative accomplishment, he may not, so far as tests have yet shown, abandon the distribution of grades according to the normal curve. So far as one skews the curve toward the high grades he abandons by so much the plan of ranking according to relative accomplishment, which, until absolute standards or units are established, must be regarded as the more satisfactory plan.

While the plan for the grading of students as set forth here involves difficulty, and as an accurate measure of accomplishment leaves some things to be desired, nevertheless, it is believed that it will help teachers within an institution to standardize requirements and gradings so that an A in one department or in one course will represent the same scholastic achievement as an A in any other department or course. It is believed to be the most feasible and fairest measure available until objective norms or scales, not unlike the Courtis tests in arithmetic, the Hillegas tests in composition, or the Thorndike scale for handwriting, are determined for all courses and subjects in which students are now graded.

THE WINONA NORMAL BULLETIN is published quarterly. One number contains the annual catalog of the Normal School.

THE BULLETIN is glad to be able to announce that its subscription price has been reduced to 25c a year. This has been made possible by the Normal School's paying a part of the expenses of publication. Send your quarter to THE NORMAL BULLETIN, Winona, Minn.

CHANGE OF ADDRESS. Subscribers should notify THE BULLETIN of changes of address. Reliance should not be placed on information as to such changes given in the course of correspondence with the office of the school.

THE SUMMER TERM

WINONA STATE NORMAL SCHOOL
JUNE 15 TO JULY 24

INSTRUCTORS

G. E. MAXWELL.....	President
WALTER O. ABRAM.....	Asst. Manual Training
MARGARET BIERI.....	Rural Education
HARRIETT Z. CAMPBELL.....	Elementary School
O. M. DICKERSON.....	American History
THEDA GILDEMEISTER.....	Education
MARY GRANT.....	Librarian
J. M. HOLZINGER.....	Physiology, Agriculture
EDYTHE MCCONNON.....	Sewing and Cooking
V. L. MANGUN.....	English
EDNA MERRIAM.....	Primary Methods
F. W. MOORE.....	History and Civics
W. H. MUNSON.....	Physics
A. D. POLLEY.....	Geography
C. O. RUGGLES.....	Social Science
J. H. SANDT.....	Manual Training
D. I. SANFORD.....	Mathematics
MAUDE F. SHAFER.....	English
MARY R. SLIFER.....	Reading
CAROLINE V. SMITH.....	Music and Penmanship
KATE SPRAGUE.....	Mathematics
J. L. STOCKTON.....	Prin. of Elem. School
FLORA TRIFES.....	Elementary School

GENERAL PLAN

The Summer Term is especially planned to meet the needs of four classes of teachers, namely, those who desire

- I. State Normal School Diplomas, regular or special;
- II. First or Second State Teachers' Certificates;
- III. Advanced preparation for departmental work, principalships, normal training class positions, etc.;
- IV. General improvement and uplift with added skill for better service.

All courses regularly taught in the normal school and desired by a sufficient number of students will be offered. All students, (except in special courses), may enter the school at this time and, without conflicts or delay, pursue their work until graduation. Thus, a credit in any subject will apply toward the diploma of the school, or will be good for transfer to other schools, and in any required completed subject it will be entered on a state teacher's certificate. The summer term has proved a boon to a large number of students and teachers, especially the self-supporting young men and women, who are now enabled to pay their expenses at the normal school without loss of time from teaching service. The valuable buildings and appliances provided for the training of teachers are now open at the time when teachers are most at liberty to use them.

The Life Diploma

Holders of Elementary Diplomas, especially, should take advantage of the summer term to earn the life diploma. There is a very positive and growing demand thruout the state for such graduates. Beginning with the school year, September, 1915, all new appointees in the elementary departments of high and graded schools must hold at least an advanced normal school diploma. This movement is felt thruout the states of the entire northwest as well as on the Pacific coast.

Rural Education

The special problems of the rural school, its course of study, instruction, management, and opportunities will be presented by a very successful normal teacher, now a county superintendent, who is a recognized authority in this field. An ungraded room of children will be in session to illustrate approved ways of carrying on this work.

Beginning Teachers

Primary and lower grade methods, taught by a specialist, will be so arranged in the program of the day as to be open to practically all teachers interested. Special attention will be given to the preparation of material and aids for school room work, with model lessons and concrete illustrations of school room problems and their solution. This course is designed primarily for beginning teachers but it will be of great value to teachers now engaged in lower grade work.

Experienced Teachers

The needs of experienced grade teachers will be emphasized this summer, since superintendents and teachers in neighboring villages and cities have requested that courses of more advanced character be given for the benefit of experienced teachers. These mature and able teachers in service will be admitted to such advanced subjects as will afford inspiration and breadth of view, and to subjects of more special character which will revive and enrich earlier study, develop skill, and send the teacher back to the school room with renewed enthusiasm and efficiency. Pedagogy II, described later, is given especially for this class of teachers, while a number of courses, such as social science for general culture, or American history as preparation for special work, are available.

Model Schools

Three rooms of children of all grades will be instructed daily by skillful teachers, offering excellent opportunity for observation and teaching. One of these rooms, as noted above, will be a model ungraded room taught by a successful rural school teacher who will also give work in rural school methods and management. The teachers in charge will hold conferences for the benefit of persons enrolled in this work.

Requirements for Admission

All records, high school and teachers' certificates, and other evidences of preparation for admission must be presented on the opening day.

For admission to the summer term, students will present the evidences regularly required as heretofore; i. e., (1) the diploma of a high school, academy or college; or (2) high school records covering a semester or more of work for which advanced credit will be given; or (3) a second or a first grade teacher's certificate, or (4) the passing of entrance tests in the common branches and physiology, and ability to read at sight, and to write a simple essay or letter correctly and in form; that is, ability equivalent to that of a strong eighth grade graduate. A county diploma will not be accepted.

Beginning with the regular year in September, admission to this school will be upon evidence of the completion of two years of high school work or the holding of a teacher's first grade certificate. For the summer terms, however, the requirements are as already stated.

Credits on State Certificates

All final normal school credits in subjects required for a first or second grade certificate are accepted in lieu of examinations. A certificate credit may be earned in civics, geography, music, physiology, physical geography or reading in one term of regular work or six weeks of double work. Agriculture, algebra, composition, geometry, physics, and any common branch not named above, require two terms, or twelve weeks of double work, with certain exceptions in the case of high school graduates.

Thus students who have not already pursued physics, or any other of the two term subjects, will be able to secure but half the necessary work for a certificate in one summer. Hereafter there will be no substitute for geometry as a first grade certificate subject. A credit in geometry is also required for admission to physics.

High school credits in certificate subjects, other than the common branches, presented by students who have pursued at least one term of normal work with a grade of "C" (average) will be entered on first and second grade certificates. That is, the normal school will "standardize" high school work when students have proved their ability as explained here.

Expenses

No tuition charge is made in the case of students who pledge to teach two years in Minnesota. Others, when they carry full work, pay \$5.00 for the term. All students pay a term fee of one dollar which covers the rental of text books, use of library, gymnasium and equipment in general, besides admission to most lectures and recitals.

Board and Rooms may be secured at Morey Hall at the rate of \$3.50 per week, and in approved private homes at a slightly higher rate. Morey Hall will give board to one hundred students who live in private homes, at a rate of \$2.75 per week. Those who apply early and make the necessary deposit of \$5.00 will be assured of rooms in the dormitory. Rooms are fully furnished except bureau or table scarfs, towels, and soap. The dean of women will inspect and list suitable rooms in good homes and assist students in finding comfortable and satisfactory accommodations.

Miscellaneous

All students should register on the opening day. Only persons whose schools do not close until after June 15 will be admitted later, and they should prearrange for tardy arrival.

Students will find it helpful to bring texts for reference and comparison with regular class texts furnished by the school, and they should bring a good note book.

The State Teachers' Examinations will be held in the building on July 27, 28, and 29. Papers written here will be sent to St. Paul by County Superintendent Loomis of Winona county, but returns will be mailed to other counties as directed.

Students on reaching the city may come directly to the normal school building, within a few blocks of any railroad station, where from an approved list of rooming and boarding places, accommodations may be selected.

All courses taught will be given in double daily recitations, with intervening periods for study. Two term credits may thus be earned by a student during the summer. No student will be permitted to carry more than two courses, each reciting twice daily or in double period.

Provision will be made for special programs including inspirational talks, recitals, and demonstrations for guidance and culture. There will be visits to industrial plants and other points of interest, the usual river excursion, and other means for social and intellectual stimulus and diversion. This phase of the summer's program will be carefully organized and will prove of greatest value. The free baths with every convenience will afford opportunity for students to learn to swim, while many other opportunities of recreation will be easily available.

Special arrangements will be made, where possible, by which students enrolled may attend the Annual convention of the National Education Association in St. Paul, July 4-11, with the privilege of making up the work of the school.

The term will open on Monday morning, June 15, at 8 o'clock. It will carry through Saturday of the first week, but for five days weekly thereafter.

Additional information will be gladly furnished upon application to the president of the school.

DESCRIPTION OF COURSES

Algebra I.—The work embraces the mastery of the fundamental operations, factoring, greatest common divisor, least common multiple, fractions, and simple equations, including fractional equations.

Algebra II.—The subjects of involution, evolution, quadratics, and radical equations are completed. MR. SANFORD.

Arithmetic I.—The work embraces not only a thoro mastery of processes, but also the demonstration of all principles, application of principles to original problems, practice in rapid computation and logical analysis, discussion of methods of work, explanations, and class instruction.

Teachers Arithmetic III is a re-study of the subject matter of arithmetic from the teacher's point of view. It includes a study of the educational values or aims of the subject and the character, arrangement, and presentation of subject matter chosen to realize these aims. MISS SPRAGUE.

Civics I is an elementary course designed to establish a clean understanding of the framework of the local, state, and national governments with little attempt at analysis. Effort is made to understand the simpler workings of these governments as they are actually administered. Primarily a text-book course with occasional special topics and some library work. MR. MOORE.

Civics Advanced.—Open to high school graduates, who have taken American History III. This course is a study of our national and state governments. Emphasis is placed on actual government including a study of the changes in city government in the last decade. Consideration is also given to the close relation between the various programs for social reform and the administration side of these movements. (Also open to teachers of successful experience.) DR. RUGGLES.

Composition I.—This course will help the student to master his speech as a tool. Oral work is slightly in excess of written work. Some of the themes are drawn from studies in literature but much of the subject matter is taken from the student's immediate interests and activities. It includes a thoro study of the various types of paragraph organization. The student's attention is centered on his thought, and he is shown how to present it to

others. The punctuation which aids in this work is carefully studied. Text: Scott & Denny, Composition-Rhetoric.

MISS SHAFER.

Cookery—An elementary course, not especially designed for special teachers but designed to give a general knowledge of the fundamental principles and processes of cookery, study of cooking apparatus, the planning and serving of meals, cookery for infants, children, aged, sick and convalescent.

MISS MCCONNON.

Elementary Science and Agriculture.—This includes the chemistry of the elements most needed for plant growth, by experiments; a brief study of soils found near Winona; twenty-five or more of the most common weeds collected on excursions; our common forest trees and other woody plants; the most common flowering plants; nutrition of animals and man, including dentition; introduction to the study of birds and observation on the moon's path through the zodiacal belt.

MR. HOLZINGER.

Geography I.—General Geography, deals with the fundamental facts and principles of physical geography with emphasis upon their relation to the distribution and kind of plant and animal life and to the industries of man. Texts: Salisbury's Physiography (Briefer Course) and Dodge's Advanced Geography.

Geography III deals with the distribution of man over the earth and the fundamental factors in this distribution. This involves a study of weather and climate, the distribution of temperature, seasonal and annual rainfall, high and low lands, and plant regions. A study is also made of map scales and projection and the making and interpretation of maps. Special attention is given to rapid free hand map drawing at the blackboard. Text: Salisbury, Barrows, and Towers' Elements of Geography.

MR. POLLEY.

Geometry I is a study of the commonly accepted first semester of plane geometry, the propositions of Wells's text being taken, supplemented by most of the exercises, with slight variations.

MISS SHAFER.

Grammar I.—Particular attention is paid to content and to the reasons underlying choice of terminology. Basic texts: Wisely's "An English Grammar" and the "Report of the Joint Committee on Grammatical Nomenclature, N. E. A. 1913."

Grammar III.—A consideration of (1) problems of terminology; (2) method, with special attention to motivation; (3) reasons for the study of grammar; (4) the relation of grammar to language. The course is intended to be liberalizing and to afford a better understanding of the subject: many reference texts and the 1913 N. E. A. Joint Report are used constantly.

MR. MANGUN.

History I is a beginning course in United States history, and is designed primarily for students of high school age. It includes the history of the United States from its European beginnings to the close of the Revolutionary War. Social, political and economic tendencies are emphasized. Text-books furnish most of the material used by the student although a limited amount of library work on source material is required.

MR. MOORE.

History III.—A course in American History for high school graduates and teachers of maturity and experience. The period since 1845 is studied intensively. A considerable amount of library work is done so each person taking the course may know the most important primary and secondary material and learn how to use it. Attention will also be given to outline maps, the school library, collateral reading, and teachers' helps.

MR. DICKERSON.

Manual Training.—The regular courses in manual training with increased facilities for greater variety and more advanced forms of work are offered, with advanced woodwork, elementary handwork and art metal work if a sufficient number apply. This will give an opportunity to those who may now be engaged in teaching some line of manual training to broaden their own experiences in this subject. It will also be of interest to those who are working for the special diploma.

Elementary Woodwork includes a variety of useful articles involving all the fundamental hand-tool processes of elementary grade bench work. Reading and making working drawings of the projects studied and made is also a feature of the work as well as wood finishing and decorating suitable for beginners. Text used is Griffith's "Projects for Beginning Woodwork and Mechanical Drawing" supplemented by others.

MR. ABRAM.

Elementary Handwork includes work in clay modeling, pottery, hammock and net making, raffia knotting and weaving, reed

basketry, and rug weaving. The elementary processes involved in the use of these materials are covered in the first four weeks of the course. In the last two weeks, the student selects one or two lines of work and devotes all the remaining time to these lines making it possible to select larger and more practical articles. During this time the large linen, yarn, and rag looms are used in making napkins, towels, table runners, hammocks, and yarn and rag rugs. Reed work, flower, fruit, and waste paper baskets, sandwich trays and serving trays are a feature of this part of the course.

MR. SANDT.

Advanced Manual Training.—In this course, the work is largely individual and each student, in conference with the instructors, selects his work according to his needs and ability.

MR. SANDT.

Music III.—This course is intended for high school graduates and others who have had a common school education in music, and who are about to take up the work of teaching in the public schools. The course includes a review of the theory of music; sight reading from the teacher's standpoint; methods of teaching the different steps in a school music course; and illustrative lessons in these formal steps. Advanced students are allowed to take charge of music classes in the elementary school for a period of from six to twelve weeks. Tone quality, rhythmic quality, attack, enunciation, phrasing, and expression are the points especially considered in song interpretation. The student is led to observe intelligent, artistic ways of interpreting both solo and choral singing.

MISS SMITH.

Pedagogy I.—The course in pedagogy covers briefly the aims, materials and methods of education. It makes an attempt to deal broadly with the principles involved, and yet to keep within practical limits. The modern progressive things, which the live teacher should know, are dealt with; but extremes avoided, and constant appeal is made to the solid body of experience and insight which has been built up by generations of good teachers and competent investigators. In the latter part of the course, educational principles are applied to the making of a lesson-plan.

MR. STOCKTON.

Pedagogy II.—**Advanced Problems in Education:** A course designed for teachers of experience and of advanced stand-

ing. Topics will be chosen from the list below to suit the greatest need of the students electing the course.

1. A survey of changes in school work; in aims and meanings of education; in methods of teaching definite subjects. (Subjects selected to suit students' needs.)

2. Current educational problems; tests of teaching efficiency; standardization of subject matter; retardation of pupils; departmental teaching; others as desired.

3. Teachers' everyday problems; teaching pupils to study; seat work; discipline; evaluation of observed teaching; questioning; children's reading; the playground movement, school gardens, excursions, assemblies, festivals, etc.; principles of program making; principles underlying a course of study.

4. Child interpretation; Binet-Simon, and other tests; child study literature; the adolescent child; literature as a means of interpretation.

5. Professional problems; the teacher's personality; the teacher's professional growth; the teacher's relation to the superintendent, parents, community, etc.; the teacher's recreations, reading, etc.

MISS GILDEMEISTER.

Penmanship.—This subject is pursued in accordance with the Palmer method, tho other systems are investigated. The pedagogy of the subject is carefully reviewed, daily practice is required and approved methods of teaching writing in all grades of the elementary school are discussed and illustrated. The course is six weeks in length.

MISS SMITH.

Physics I.—An excellent laboratory equipment, including a dark room specially fitted for the study of light, together with numerous manufacturing and other mechanical plants at hand, make the term's study of physics exceptionally valuable to the student. The facilities for the study of the application of the laws of mechanics, electricity and heat inevitably fix the general statements, and give them a content otherwise impossible. The summer term will be given to a study of mechanics, based upon text, demonstration, and experiment. Both algebra and at least half of plane geometry are prerequisites.

MR. MUNSON.

Physiology and Hygiene.—A good text is the basis of the work. Available aids to a clear conception are a skeleton, a mani-

kin, models of the brain, eye and ear, and skeletons and skulls of other vertebrates. Experiments are made to illustrate some of the facts of respiration and nutrition. MR. HOLZINGER.

Primary Methods is a course designed to help those students who desire special preparation for teaching in primary or intermediate grades. The aims are as follows: To give teachers of some experience the modern thought in subject-matter and methods, to give experienced teachers some knowledge of the principles underlying the choice of subject-matter and methods; to prepare students for better teaching in our elementary school; to send to the schools of the state teachers able to plan an intelligent course of study and to carry it out according to accepted standards.

The course emphasizes the methods of teaching reading, literature (including story telling), and arithmetic. Time is devoted also to nature study, including observation work and excursions; language and spelling; seat occupations that are closely related to the regular studies, but which involve hand work as well; the special problems of the teacher, such as general management of the room, programs, games, rest, physical exercises, etc.

MISS MERRIAM.

Reading III.—The work is based upon the twofold nature of the subject, impressive and expressive. The aim in impression is to give each student the power to fully grasp every sense impression, every thought and every emotion that a writer has put into a selection. The student's aim in expression is to give all that he has grasped to everyone within the range of his voice. The body as the agent of expression is made responsive through pantomime. Attention is given to each student's voice, and an attempt made to minimize defects.

Theories of teaching are discussed. In this connection instruction and practice are given in adapting stories into their dramatic form. In the early part of the course, drill is given on various vowel and consonant sounds and their dictionary markings. This attention to accurate pronunciation will be maintained thruout the term.

MISS SLIFER.

Rural School Methods and Management is a half course in special problems of the teacher in the country school, including care of buildings and beautifying grounds, sanitation—heating and ventilation especially—equipment and supplies, daily program of

recitation and study, course of study with special methods in reading and language, selection of library and supplementary reading materials, profitable seat work, the noon lunch, play ground, community effort, and rural sociology. A question box will be maintained for weekly discussion of questions. An afternoon conference hour when students may secure advice and assistance with individual problems.

MISS BIERL.

School Management is a series of lectures and recitations in school economy and school law: the former includes the general subjects of organization, management, and hygiene in schools; the latter, a brief discussion of law as applied to the administration of educational systems, and a study of the statutes relating to the organization, support and control of the public school system of Minnesota. There is also included certain miscellaneous matters, such as parliamentary law, professional ethics, etc. The course is limited to one hour daily during the summer term.

MR. STOCKTON.

Sewing I, Plain Sewing, Drafting, Garment Making.—The fundamental principles of hand and machine sewing applied to the making of under-garments together with the principles of dressmaking, the drafting, making and adjusting of patterns to measurements, cutting and fitting of gowns. Methods, materials, and content of the course for girls in the grades are discussed or applied.

MISS McCONNON.

Social Science.—Open to high school graduates who have had American history III and Civics III, and to teachers of successful experience. This course attempts to give an understanding of the fundamental principles and laws of economics. These principles are then applied in the study of the production and distribution of wealth. The difficult problems arising out of the modern industrial system are examined, and attention given to the more important proposals of social reform which look toward a more equal distribution of wealth and the betterment of mankind.

MR. RUGGLES.

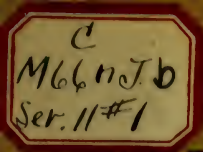
SUMMER TERM, 1914

Instructor	I—7:30 and 1:15	II—8:20 and 2:05	III—9:30 and 2:55	IV—10:20 to 12:00
MR. ABRAM	Elem. Woodwork	Model Schools		
MR. DICKERSON			Consultation	U. S. History III
MISS GILDEMEISTER			Consultation	Pedagogy II
MR. HOLZINGER	Physiology	Elem. Sci. and Agri.	Consultation	
MISS MCCONNON		Model School	Sewing I	Cookery
MR. MANGUN	Grammar I	Grammar III	Consultation	
MISS MERRIAM		Consultation	Primary Methods	Primary Methods
MR. MOORE		Consultation	Elem. Civics	U. S. History I
MR. MUNSON		Consultation	Physics I	Laboratory
MR. POLLEY	Consultation	Geography I	Geography III	
MR. RUGGLES	Social Science	Adv. Civics	Consultation	
MR. SANDT	Consultation	Elem. Handwork	Adv. Man. Training	
MR. SANFORD	Algebra I	Algebra II		Consultation
MISS SHAFER		Geometry I	Composition I	Consultation
MISS SLIFER	Reading III	Consultation	Morey Hall	
MISS SMITH		Consultation	Music III	Penmanship (4)
MISS SPRAGUE	Arithmetic III	Arithmetic I	Consultation	
MR. STOCKTON	Pedagogy I	Model School	Consultation	School Management (4)

Model School, 8:30 to 12:00
 Assembly, 9:10 daily
 Rural Education, 3:45

Critic Meetings 1:15 { Grammar Grades, Miss Campbell
 Ungraded School, Miss Bieri
 Primary Grades, Miss Trites

Note: The foregoing program is subject to change, with added subjects to be offered if needed, such as Geometry II, Drawing, Literature, etc.



THE WINONA NORMAL BULLETIN

DEVOTED TO THE INTERESTS OF EDUCATION IN MINNESOTA



LIBRARY EQUIPMENT FOR TEACHING HISTORY IN MINNESOTA HIGH SCHOOLS

Report of the Committee of Five Appointed by the History
Round Table of the Minnesota Educational
Association

O. M. DICKERSON,
Head of the Department of History, Winona State Normal School, Chairman.

W. S. DAVIS,
Professor of Ancient History, University of Minnesota.

W. H. SHEPHARD,
Teacher of History, North High School, Minneapolis.

MISS CLARA B. HANKEY,
Teacher of History, High School, Renville.

MISS FLORENCE I. DIMENT,
Teacher of History, High School, Red Wing.

SERIES
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NOVEMBER, 1914

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Winona, Minnesota

Series XI

NOVEMBER, 1914

Number 1

LIBRARY EQUIPMENT FOR TEACHING HISTORY IN MINNESOTA HIGH SCHOOLS

Report of the committee of five appointed by the History
Round Table of the Minnesota Educational
Association in 1913

This committee was appointed by the History Round Table of the Minnesota Educational Association at its annual meeting in 1913 to make a survey of the library facilities for teaching history in Minnesota high schools and to recommend equipment necessary for efficient work.

At the very outset it should be stated that conditions in Minnesota high schools are somewhat better than those in neighboring states. Practically all of the teachers are college or university trained and many have also had work in a state normal school, consequently they represent a high average in preparation for their work. The schools have the advantage of efficient supervision and inspection, enjoy liberal financial aid from the state, and have the constant advice of an experienced librarian in the State Educational Department. In addition the teachers have a High School Manual with detailed outlines for the teaching of each subject, suggestions as to proper emphasis, and lists of useful reference material. The report of the United States Commissioner of Education for 1913 shows that the per capita library equipment of the high schools of this state averages about 9.4 bound volumes as compared with 8.2 in Wisconsin, 6.7 in Iowa, 7.1 in Michigan, 5.4 in Illinois, 12.3 in South Dakota, and 17 in North Dakota.

The committee conducted its investigation by the questionnaire method. Two blanks, copies of which are printed at the end of this report, were sent to every high school in the state, one addressed to the Principal and the other to the teachers of the various subjects. Replies were received from eighty-four schools and in the main these replies indicate that the teachers took pains to give accurate data. More than one-half of the schools ignored two requests for information. The schools reporting had a total attendance of about 17,000, which is one-half of the total high school attendance, enrolled in the various history courses as follows:

American History, 1036 or 6.14 per cent of the total attendance.

Ancient History, 3474 or 20.5 per cent.

English History, 691 or 4.08 per cent.

European History, 1775 or 10.5 per cent.

Civics, 1279 or 7.51 per cent.

The above conditions are evidently representative of all of the high schools in the state and correspond very closely with those reported by the High School Inspector. If the figures given above include no duplications and are fully representative, 41.22 per cent of the pupils in Minnesota high schools took some course in history last year, and 7.51 per cent a course in Civics.

The striking thing about the situation is the very great popularity of Ancient History and the relatively slight emphasis upon American. The reports also suggest that the latter course in many high schools is taken only by the Normal class. English History has almost ceased to be taught outside of the larger schools. It is a very serious question whether we are teaching the history that is of most importance to the youth of the state.

Ancient and Modern European History each get a full year and English and American History but half of that time. Recitation periods are uniformly five a week and from forty to fifty-five minutes in length. The actual time reported for the preparation of a lesson varies from a single recitation period to two hours, but averages about one hour. Consequently any work definitely planned for high schools must be capable of completion in some five or six hours of work a week. There is no more to be had.

Ten hours a week, counting recitation periods an hour, would be placed at the disposal of history teachers, and presumably, as in the case of the sciences, could be divided as they see fit.

The amount of reading required varies widely. In Ancient History the general statement is five pages of text a day. In Modern European History it runs from four to as high as twenty pages a day of text, with an average of six or seven, while in American History reports indicate an average of seven or eight pages. Reading outside of the text depends upon what is available to read. Schools with good library conditions report about fifteen or twenty pages a week in Ancient History, a little more in Modern, and as high as fifty or seventy-five pages in American.

There are very few working libraries for history outside of the larger high schools, and many of the latter are without proper equipment. From one-ninth to one-third of the schools fail to report a single book for library work in specific courses. That such omissions are not always an oversight is indicated by statements from teachers that they themselves furnished a few books or that none were present. Even where the library is present in some form, there are seldom enough duplicates to accommodate classes of any size.

There are about a dozen and a half schools that report adequate working equipment in some one course and less than half that number that report such equipment for all courses. This condition is not quite so bad as it seems, because the public library supplements some high school libraries very effectively. As can be seen by the following tables, American History is best equipped and English and European History worst.

TABLE 1
THE GENERAL LIBRARY SITUATION AS REPORTED

Subjects	Total Schools report'g	No books	Some books	12 or more titles	20 or more titles	Some dupli- cates	Many dupli- cates
American History ..	53	8	45	28	11	12	7
Ancient History ..	69	14	65	33	19	22	11
European History ..	66	23	46	22	10	9	6
English History ..	9	1	8	3	..	3	..

Books recognized as ordinary high school text books are not included in the above.

TABLE 2
SCHOOLS REPORTING LIBERAL NUMBERS OF DUPLICATES

American History	Ancient History	European History
Duluth	Anoka	Minneapolis
Central	Brainerd	Central
Hinckley	Duluth	North
Lawrence	Central	South
Marshall	Lakefield	West
Minneapolis	Lawrence	Duluth
North	Mankato	Central
South	Minneapolis	
St. Paul	Central	
J. A. Johnson	North	
	West	
	St. Paul	
	J. A. Johnson	
	Virginia	

Mere text books of high school grade are not included in the above. Source books are.

Teachers generally agree that library work should be done, that it is vital both to the interest in the work and to the proper understanding of the subject, but find it impossible without proper

facilities. Outside of such cities as Duluth, Minneapolis, St. Paul and a very few others, almost no library work is being done today in the European History courses beyond the reading of another text of the same grade or at best the material in a source book. Source books sufficient to supply classes of considerable size are possessed by few schools and are evidently only beginning to come into general use. One teacher expresses the need for such a work in European History and wishes to know if one is published. Probably more library work is done in American History than in other courses, because it is given in the Senior year when pupils are more mature and the custom is developing of studying a short period intensively by the library method. The fact that classes are comparatively small also makes library work more feasible.

The method of doing library work varies. Some teachers assign individual topics for report in class, others read to the pupils from larger accounts, others assign term papers, a few assign regular work to the entire class, and one teacher with a very liberal appropriation has one historical novel read by each pupil as the only required work outside of the text. *The one fact that stands out above all others is the lack of common standards of how library work should be done, how much can be done, and of material needed for it.*

TABLE 3
ATTENDANCE AND LIBRARY SUPPORT AS REPORTED BY
SIXTY-SIX SCHOOLS

SCHOOL	NUMBER OF PUPILS	AMOUNT FOR ADDITIONS TO LIBRARY
Alden.....	10	\$50.
Amboy.....	62	\$75.-\$100.
Anoka.....	233	\$25.
Annandale.....	80	\$20.
Argyle.....	61	\$50.
Aurora.....	42	\$150. Will spend any reasonable amount.
Belle Plaine.....	50	\$20 for everything. History practically nothing.
Blooming Prairie.	65	\$50.
Blue Earth.....	218	\$100.
Brainerd.....	280	\$100.
Buhl.....	27	\$1200. General library.
Cambridge.....	108	\$40.
Cass Lake.....	50	\$25.
Chisholm.....	99	All that is asked.
Cokato.....	105	\$100.
Delano.....	43	\$70.
Duluth		
Central.....	1350	\$300.

SCHOOL	NUMBER OF PUPILS	AMOUNT FOR ADDITIONS TO LIBRARY
Eagle Bend.....	52	\$60.
Elbow Lake.....	80	No definite amount.
Ely.....	155	Any reasonable amount.
Evaleth.....	150	\$500.
Faribault.....	372	\$75.
Fairfax.....	60	\$55.
Fertile.....	46	No set sum. Books furnished when asked for.
Gilbert.....	70	\$200.
Greenway.....	67	Whatever is needed.
Herman.....	52	Whatever is needed.
Hinckley.....	60	\$70.
Houston.....	68	\$50.
Kenyon.....	153	\$10-\$20—"According to needs."
Lake Crystal.....	71	None last year.
Lakefield.....	80	No fixed amount.
Lamberton.....	62	\$50.
Lanesboro.....	91	\$40.
Lawrence.....	115	Whatever is needed.
Mankato.....	400	None last year.
Maple Lake.....	55	\$25.
Milaca.....	171	\$70-\$80.
Madison.....	135	\$100.
Minneapolis		
Central.....	2007	\$1000.
North.....	1300	\$1000. 50% for history and social science.
West.....	1507	\$500-\$700.
Minneota.....	64	Whatever is necessary.
Morris.....	125	\$50.
Mountain Lake..	74	None for last two years.
New Richland...	60	\$200.
New Ulm.....	161	\$100.
Pine Island.....	65	\$10 on request.
Redwood Falls...	229	\$25.
Renville.....	90	\$10-\$15.
Royalton.....	56	No definite amount.
St. Peter.....	138	\$10.
Shakopee.....	80	\$18.
Stevens Seminary	138	\$100.
Tyler.....	44	\$40.
Tracy.....	142	No definite amount.
Wabasha.....	90	\$100.
Warren.....	105	\$100.
Wayzata.....	45	\$75. Very little for history.
Wells.....	125	\$100.
West Concord...	45	\$80.
Wheaton.....	112	\$50.
Winona.....	489	\$50 for all purposes, including maps.
Winthrop.....	95	\$100.
Worthington.....	141	\$15. Mostly for magazines.
Virginia.....	230	\$2500-\$3000. Combined with Public Library.

No school is included in the above unless some definite statement was made in regard to library expenditures. The words are taken directly from the reports. A few are condensed.

As shown by the above table the actual expenditures for library purposes is frequently inadequate and in many cases grossly so. The enrollment as well as the annual appropriation is given because it is the ratio of expenditure to size of school that is important. The better schools are now spending from fifty cents to a dollar per capita for additions to their libraries, while a few spend much more than that. Some schools apparently consider that a sum equal to an ice cream soda per pupil is enough to invest each year in new books.

On the whole, however, conditions are encouraging. There are some strikingly good reports. Buhl with only 27 pupils spent \$1200 last year. North and Central high schools in Minneapolis have a regular appropriation of \$1000 a year, one-half of which at the former school goes to history and related subjects. An encouraging number of principals say they will spend "whatever is needed." Aurora is now spending an average of \$4.00 per capita and the principal adds that "if requested, any reasonable amount will be expended." With principals taking this attitude it is evident that there is no need of history teachers being without libraries, as they can have excellent equipment by asking for it and showing that it is essential to good work. It is probable that much of the present poor library facilities is due to the history teachers themselves. The reports suggest that teachers are content to use make-shift methods and resort to inefficient ways of handling the library work. So long as such is the case, school officials will hardly force adequate equipment upon them.

Schools and teachers will need considerable help in selecting a working library. The absence of agreement among teachers as to the books most valuable for a specific course is somewhat disconcerting. For instance, in European History twenty-six different books were named as books which should be read wholly or in part by each member of the class, and only five others were named by two people. Just about half of the teachers failed to select a single book as desirable for use by an entire class, evidently having no definite ideas on the subject. One teacher stated that she did not have the time to make out so extensive a list, apparently thinking each pupil should read part of every book in the library.

A library is made up of two portions: a small list of books in constant use, and a general list, covering a wide range of sub-

jects, from which information upon any topic connected with the course in history may be found. The first part of the library contains the books that each member of the class must use, while the second contains many books that are used only occasionally and then not by very many members of the class at a time. Where the high school library and the public library are intended to be supplementary, the books in constant demand should be in the high school and the more general list of books in the public library.

The library of a school may well be compared to a science laboratory. There is always the special apparatus for each pupil, comprising test tubes, microscopes, reagents, work tables, etc.; and the more general apparatus such as high power microscopes, hoods, accurate scales, etc. The first list is limited in number, comparatively inexpensive, and should be present in sufficient quantity to supply each student with a working outfit. The second class of apparatus is more expensive, and often is not duplicated as a single piece answers every purpose for class work. This last class corresponds to the general library, while the first portion corresponds to the limited or working side of the library.

Laboratory work is now done by the pupils themselves and so should library work. The reading of larger accounts to the class gives the members of the class no training in the use of books. Assigning of term topics is essentially the seminar method and is ineffective as a general mode of procedure, as it breaks up class work. The most effective scheme is to assign library reading on a given subject to the entire class, so that the discussion can be conducted as an exercise for all, based upon material read by all. To be effective, however, it involves duplicates in generous numbers so that each member of the class may have access to the material. The time has come to demand and get equipment to do our work in the most efficient manner.

The efficiency of a library is measured by the number of persons it will accommodate at any one time on a given subject. One book can be used by only one person at a time; and, as study periods are necessarily limited, not more than four persons can use a single book for a five page reference in a single day. Consequently whenever a teacher has classes of fifteen or more and his library is made up of single copies, he soon finds it physically impossible to do library work. He finds one book for fifteen little

more valuable than no book at all. It is just as wasteful to attempt to have a number of pupils use one book as it would be to try to have a group of carpenters do efficient work with one hammer. A contractor who supplied only one hammer for a dozen workmen and then expected each workman to use that hammer would be a curiosity, nor would any builder tolerate such methods. Yet teachers of history attempt to do efficient work with a one-hammer equipment, and the great majority of our secondary schools are one-hammer schools. Furthermore there is a tendency among some librarians to discourage the purchase of enough copies of the most useful books to supply an entire class. Unless we can secure the necessary number of duplicates to meet our needs, real library work must be abandoned. How can we get them?

It is a self evident fact that it is impossible to duplicate an entire library. Only that portion of it need be duplicated that is to be used by a number of pupils at a time. That forces us to decide what books we shall use, and their selection forces us to determine in advance the main topics to be studied. It is also evident that the same set of topics should be very generally used for the main library work in a specific course, or we cannot expect very much improvement in library conditions. So long as teachers differ so widely as they do at present, school boards will be slow to supply duplicates. They certainly will not duplicate a different set of books with every change of teachers. They have a right to know that the equipment they purchase is properly selected and that it will be used for some time. With standardized work and standard equipment a teacher can much more easily convince school officials that her demands for proper equipment are legitimate and not mere personal vagaries.

We believe the solution of the library and the reading problem is in sight. It is similar in character to the laboratory problem in physics, which has been solved most efficiently. It was out of the question to do laboratory work on all topics, nor was it feasible to leave each teacher to his own devices. Science men gradually agreed that certain great divisions of physics should be covered by laboratory work — such as mechanics, heat, light, sound, and electricity — and that certain definite laws and principles of each main division should be illustrated by a fixed minimum

of experiments. Having agreed upon such a delimitation of the field, it was a simple matter to decide upon apparatus for the demonstrations, and even to devise new and better apparatus. Standards were set up. School men knew what apparatus was needed in a physics laboratory, and today we find great uniformity in equipment of such laboratories all over the country. A laboratory course has a definite content everywhere and the results of the work measured by the college entrance examination tests show efficiency.*

History is where physics was years ago. The first problem is to delimit the field. We have agreed upon the courses, but not the content of the courses. Let us now, as did the physicists, agree among ourselves upon the minimum number of main topics in each course which deserve library work. Such topics will not be very numerous. It is impossible to do library work on all topics. We must select, and why not all use the same topics in a specific course? Having made such a selection, we can then lay out with precision the most effective apparatus in the shape of books, maps, lantern slides, pictures, and other illustrative material to teach these main topics. An historical library will acquire definite content. School men will know when it is present and when it is not. A shelf of books cannot be mistaken for a library as it is now, and it will enable schools to adopt a progressive policy of securing equipment. If a school cannot buy all its equipment in one year, it can buy a portion and in a series of years secure an efficient library. Such a policy will also lead to a decided improvement in the books most needed for special topics, just as the delimitation of the field in physics has led to the development of greatly improved apparatus for the various experiments. Whenever a special topic becomes the basis of library work throughout the schools of the United States, the best men in the country will attack the problem of supplying improved library material on that topic suited to the grade of people doing the work. It will also enable the state department to secure sets of lantern slides on such topics and lend them to the smaller schools with the certain knowledge that they will fit the needs of the classes.

*Of 744 persons taking the college entrance examination in physics in 1913, 58.5% made the passing grade of 60 as compared with 39% in history. *History Teachers' Magazine*, Volume 4, p. 257.

The evidence warrants the conclusion that Minnesota teachers are ready for such a move as we suggest. In the questionnaire sent to the high schools, each teacher was asked to indicate what main topics in the course are considered of sufficient importance to require library work from each member of the class. The replies indicate that many teachers do not know what should be done. Some frankly admit that such is the case and ask for help. Those who do think they know what main topics require library work tend to agree upon the topics. Thus, while thirty-two separate topics were reported in European history, only twelve received more than three votes, and some of these were mentioned by about half of those who had any choice. The topics were: feudalism, the crusades, papacy and empire, rise of nations, biographies of great men, renaissance, reformation, rise of the lower classes, the English parliament, the French revolution, the industrial revolution, and the twentieth century.

Ancient history reflects similar conditions. Some thirty-five separate topics were reported, but only ten received the support of three or more. They were: manners and customs of the Greeks, the golden age, art and architecture, Greek culture, Persian wars, biography, life and customs of the Romans, Roman government, rise of Christianity, and German invasions. Only thirty-one separate topics were suggested in American history, of which the following eleven received the support of three or more: development of the West, the Critical period, the Revolution, the Constitution, political parties, slavery, growth of sectional feeling, economic forces, financial history including banks and coinage, reconstruction, and the period since 1877. These topics correspond very closely to those suggested as of especial importance in the High School Manual. Such facts indicate that it is feasible to secure agreement among teachers of history as to general minimum requirements for library work, at least so far as the main topics are concerned, and that is the crucial point. If we can secure general agreement there, the library question will solve itself, because we can easily secure general agreement as to the most effective books upon a given topic, which are the ones to duplicate.

The committee has no intention of encroaching upon the freedom of teachers. The main part of the course in any subject should center about a good text and a good source book. The

proposed main topics for library work should be considered a minimum. Each teacher should be free to teach the course and lay out the reading on such topics in the way that is most effective. If a teacher considers a certain phase of a large topic as most important, there is no reason why she should not concentrate the reading on that phase. In all probability it would be better for the average pupil to know some one phase of a topic thoroughly than to have his reading spread over the whole topic. The plan does not in any way propose to interfere with any special local interest a particular community may have, on the other hand it should open the way for the development of such special interests.

It is also reasonably clear from the reports that many teachers do not know just what material is available on a specific topic in the school and local library. Such conditions are inevitable with constantly changing teachers. It is no small task to gather together the material on a specific course in a fairly good library, and, at the same time, keep up with the constant demands of daily teaching. The work done by one teacher is usually lost as she takes it with her when she leaves, thus compelling the new teacher to begin at the beginning. Even if a teacher has mastered a local situation and learned how to use the entire available equipment, she usually finds library conditions so different in another position that she has to commence anew. There is no reasonable excuse for such a waste of good time and energy. Each school should have filing devices so that the library material once organized for a course will be immediately available for future classes and teachers. In this way work once done can be preserved and a great waste of time prevented.

With the foregoing facts in mind the committee makes the following suggestions:

1. That the work of each course in history should involve a good text book, a good source book, and regularly planned library work.

2. That the main part of the course should center about the text book and the source book.

3. That the minimum required library work in each course should be concentrated upon certain definite main topics instead of being spread over the entire list of events covered by the text.

4. That the working part of the library should be duplicated sufficiently to make it physically possible for each pupil to get access to the books on each topic. In general there should be one copy for every three members of the class.

5. That in the treatment of the topics selected for library work the outlines in the High School Manual should be followed unless teachers have better ones.

6. That schools should have good filing devices for the use of the History Department as a means of providing for constructive organization of library material.

7. That for immediate purposes the courses in Ancient and European History may be limited for library work as indicated below. Each outline was made out according to the following principles:

1. The topics chosen should be vital to an understanding of the subject as a whole — such as the average intelligent individual should have regardless of college entrance conditions.
2. Not more than six titles should be given under each topic.
3. Each book must be interesting to young people, scholarly, bear directly upon some phase of the topic, cover more than one topic if possible, and be inexpensive.

ANCIENT HISTORY

The topics try to emphasize the BIG things in Ancient History which it is impossible for the text-book to dwell upon in detail without a dangerous lack of proportion. The text will serve in any case to bind together these prime events and cultural factors and give the just perspective to the entire study. In every case the **most important books are put first**, and the others follow somewhat in the general order of their availability. If duplicate copies can be purchased to make general reading possible for large classes, the duplicates should usually be taken from the books named at the head of the lists.

Especial pains have been taken to select **inexpensive** books. Very many of the volumes, (e. g. Grote, Herodotus, Plutarch, Mommsen and Gibbon) can be had in the excellent Everyman Library at 35c per volume.

If it is impossible to secure all the books here mentioned, no school will be without a really useful selection of books for topical study in Ancient History if it can as a bare minimum dispose of the following:

Bury's History of Greece, latest edition.

Plutarch's Lives of Illustrious Greeks and Romans.

How and Leigh's History of the Romans under the Republic.

Bury's History of the Roman Empire.

Emerton's Introduction to the Middle Ages.

and any good handbooks on the private life in Greece and the same in Rome.

A good historical atlas which includes Antiquity should always be at hand. That by Shepherd is the best, and there is an edition which includes only the ancient times.

For general reference on a thousand small questions the Ancient History class should have a Classical Dictionary available. Harper's is excellent and inclusive; but a very inexpensive substitute can be found in Smith's Smaller Classical Dictionary in the cheap Everyman Library.

In conclusion it may be given as a practical suggestion that although it may not be possible at present to omit the study of Ancient Egypt and Babylonia from the history curriculum, the subject does not well adapt itself to the ordinary treatment by topics, and had best be treated as summarily as possible from the text-book standpoint only — reserving the main energies of the class for the more careful study of Greece and Rome.

In preparing these topics it is in every case assumed that a good source Book of Ancient History is available for regular use. Such books will furnish a re-enforcement which even the best library of secondary works will hardly supply. There are a number of good source books on Ancient History, and it is more important that **some one** of them should be on hand in sufficient numbers than that any special one should be selected. Among these are:

Davis's Readings in Ancient History, Vol. 1, Greece.

Davis's Readings in Ancient History, Vol. 2, Rome.

Munro's Source Book of Roman History	} Companion Volumes
Fling's Source Book of Greek History	

Botsford's Readings in Ancient History.

ANCIENT HISTORY TOPICS

Where specific references are not given, either the book suggested is so small it can be read through entire, or an indefinite number of sub-topics can be selected.

1. Life in the Homeric Age and Sparta

Hawes, *Crete the Forerunner of Greece* (entire small book).

Bury, *History of Greece*, pp. 5-57, 120-136. Desirable.

Homer, *The Iliad*. Any good translation, preferably prose.

The Odyssey. Any good translation, preferably prose.

Plutarch's *Life of Licurgus*.

2. The Persian Wars

Bury, *History of Greece*, pp. 219-300.

Grote, *History of Greece*. Chaps. 33, 35, 36, 38, 39, 40, 41, 42.

Herodotus, *History of the Wars of the Greeks and Persians*. Especially Books V-IX.

Plutarch's *Lives of Aristides and Themistocles*.

3. The Age of Pericles, — politics, art, and literature

Bury, *History of Greece*, pp. 346-390.

Grote, *History of Greece*. Chaps. 45, 46, 47.

Plutarch's *Lives of Pericles and Cimon*.

Jebb, *Classical Greek Poetry*. Chapters on Athenian tragedy and comedy.

Tarbell, *Greek Art*.

Felton, *Lectures on Ancient and Modern Greece*. Vol. I, pp. 181-241. Interesting.

4. Private Life in Ancient Athens

Gulick, *Life of the Ancient Athenians*. Many topics.

Felton, *Lectures on Ancient and Modern Greece*. Vol. I, pp. 331-417.

Blumner, *Private Life of the Greeks*. Many topics.

Tucker, *Life in Ancient Greece*. Many topics.

Mahaffy, *Old Greek Life*. Small general work.

Davis, *A Day in Old Athens*. Small general work.

5. Alexander the Great, his life and work

Bury, History of Greece, pp. 738-823.

Grote, History of Greece. Chaps. 41, 42, 43, 44.

Plutarch's Life of Alexander.

Wheeler, Life of Alexander (Heroes of Nations Series). Interesting.

6. The Punic Wars, — especially the Second Punic War

How and Leigh, History of Rome, pp. 131-162, 169-234, 245-253. Good.

Shuckburgh, History of Rome, pp. 219-269, 289-395, 527-536.

Momsen, History of Rome. Book III, Chaps. 1-7.

Plutarch's Lives of Cato the Elder and Marcellus.

7. Julius Caesar

How and Leigh, History of Rome, pp. 484-552.

Shuckburgh, History of Rome, pp. 692-738.

Momsen, History of Rome. Book V, Chaps. 5-11.

Froude, Caesar, a Sketch. Very readable throughout.

Phitardis, Caesar, Pompey and Cicero.

8. Organization of the Roman Empire

Bury, History of the Roman Empire, pp. 12-45, 59-117.

Gibbon, Decline and Fall of the Roman Empire. Chaps. 1-3. Good.

Firth, Life of Augustus. (Heroes of Nations Series). Chaps. 9, 10, 11, 12, 13, 15, 17, 18.

Capes, Early Empire. Chaps. 1, 12, 13, 14, 17.

9. Life in Rome in the Age of the Empire

Johnson, Private Life of the Romans. Many topics.

Pelison, Roman Life in the Times of Pliny. Many topics.

Bury, History of the Roman Empire, pp. 591-626.

Tucker, Roman Life in the Age of Nero and St. Paul. Many topics.

10. The Rise of Christianity

Emerton, Introduction to the Middle Ages. Chaps 9, 11. Good.

Adams, Mediaeval Civilization. Chaps. 2, 6.

Gibbons, Decline and Fall of the Roman Empire. Chaps. 15, 16, 20, 21.

Carr, *The Church and the Roman Empire*. (Epochs of Church History Series). Useful small book, can be read entire.

11. The German Invasions. (375 to about 511 A. D., death of Clovis)

Emerton, *Introduction to the Middle Ages*. Chaps. 1-6. Good.

Adams, *Mediaeval Civilization*. Chaps. 4, 5, 7.

Gibbons, *Decline and Fall of the Roman Empire*. Many chapters from 26 onward.

Sargeant, *Story of the Franks*. Can be read entire.

Bradley, *Story of the Goths*. Can be read entire.

EUROPEAN HISTORY

This outline presupposes that the school either owns or has access to a general library containing the more common histories of the chief countries of Europe. It is also understood that numerous copies of a good source book are available. For most schools Robinson's *Readings in European History*, Abridged Edition, is most useful. Good atlases should also be available. Dow, *Atlas of European History*, is good and inexpensive. In the main the references are arranged in the order of their value. Where specific references are not given the book covers the topic in such a way that the teacher can easily select the portion that is desired. There is not an expensive book in the list.

EUROPEAN HISTORY TOPICS

1. Life in the Middle Ages

Adams, *Civilization during the Middle Ages*. Chap. 9.

Henderson, *Short History of Germany*, I. Chaps. 5, 8.

Jessop, *Coming of the Friars*.

Bemont and Monad, *Mediaeval Europe*. Chaps. 16, 29, 31.

Cross, *History of England*. Chaps. 5, 13.

Cornish, *Age of Chivalry*.

2. The Crusades

Adams, *Civilization during the Middle Ages*. Chap. 11.

- Bemont and Monod, Mediaeval Europe. Chap. 22.
Archer and Kingsford, The Crusades.
Munro, Middle Ages. Chaps. 10-11.
Henderson, Short History of Germany, I, pp. 77-91, 102-112.
Cornish, Age of Chivalry. Chap. 6.

3. The Renaissance

- Adams, Civilization during the Middle Ages. Chap. 15.
Henderson, Short History of Germany, I. Chap. 10.
Seeböhm, Era of Protestant Revolution, pp. 68-96.
Van Dyke, Age of the Renaissance.
Symonds, Short History of the Renaissance.
Robinson, History of Western Europe. Chap. 22.

4. The Reformation

- Adams, Civilization during the Middle Ages. Chap. 17.
Henderson, Short History of Germany, I. Chaps. 11, 12, 13, 16.
Seeböhm, Age of Protestant Revolution.
Johnson, Europe in the XVI Century, pp. 153-160, 164-180.
Green, Short History of the English People. Chap. 7.
Cross, History of England. Chaps. 20-23.

5. Rise of Parliament in England

- Green, Short History of the English People.
Robinson and Beard, Development of Modern Europe, II. Chaps. 15, 16.
Montague, Elements of English Constitutional History.
Gardener, Puritan Revolution, pp. 56-62, 115-129, 212-214.
Cross, History of England. Chaps. 41-50.
Other English Histories.

6. The French Revolution and Napoleonic Era

- Lowell, Eve of the French Revolution.
Morris, French Revolution.
Mathews, French Revolution.
Rose, Revolutionary and Napoleonic Eras.
Robinson and Beard, Development of Modern Europe. Chaps. 8, 11-15.

7. Unification of Italy

- Hazen, Europe Since 1815. Chap. 10.
Robinson and Beard, Development of Modern Europe, II.
Chaps. 20, 21.
Stillman, Union of Italy.
Thayer, Throne Makers, pp. 115-162.

8. Unification of Germany

- Henderson, Short History of Germany, II. Chaps. 9-10.
Robinson and Beard, Development of Modern Europe, II,
Chaps. 22, 23.
Hazen, Europe Since 1815. Chaps. 11, 12.
Thayer, Throne Makers, pp. 3-42.
Headlam, Bismarck. Chaps. 10-14.

9. Industrial Revolution

- Cheyney, Industrial and Social History of England. Chaps.
8, 9.
Robinson and Beard, Development of Modern Europe, II.
Chap. 18.
Hazen, Europe Since 1815, pp. 137, 153, 244, 406, 409, 673-
676. Chap. 32.
Cross, History of England. Chap. 44.
Gibbons, History of Commerce.

10. Expansion of Europe

- Robinson and Beard, Development of Modern Europe, I,
Chaps. 6, 7; II, Chaps. 17, 30.
Hazen, Europe Since 1815. Chaps. 22, 23, 30.
Seeley, Expansion of England.
Cross, History of England. See Colonies.

Note. All of the committee worked on this report. The main body of it, however, was put in its present form by the chairman and he alone is responsible for errors that may have slipped into it. The special suggestions on Ancient History were prepared by Professor Davis.

It was the intention of the committee to prepare similar outlines for American and for English History and much preliminary

work has been done, but as they were not ready and the printing of this number of the Quarterly could not be further delayed, it was decided not to include them at this time. If desired by a dozen teachers, however, mimeograph copies will be prepared and sent to those who request them.

This report was read in essentially its present form at the Round Table and accepted, but the discussion of it was postponed until the next meeting. The Round Table created a new committee of three, with power to add to its numbers, to prepare a Working Syllabus for the history teachers of the state. Dr. A. C. Krey of the University of Minnesota has already accepted the chairmanship of that committee and work will begin at once. It is hoped that the syllabus may be ready within a year. This will cover the ground much more thoroughly than the outlines. The chairman of this committee or Dr. Krey will be glad to receive suggestions from teachers in the field.

GENERAL INFORMATION

No. 1.

Name of School.....City.....Pupils in High School.....

Courses in history actually given this year. Indicate with a numeral the semester of each course.

Subject.....No. of pupils.....No. of weeks.....Recitations per week.....

Net time for each recitation

Ancient History

European History

English History

American History

Civics

Economics

Teachers giving courses in history. Indicate after each course the name of the teacher, the school where he graduated, and what special preparation he has had to teach the course.

Ancient History.....

European History

English History

American History.....

Approximately how much money is available each year for additions to the school library?.....

How much time on the average do you expect pupils to spend in the preparation of a lesson?.....

Remarks:.....

.....

.....

.....

.....

.....

Principal.....

No, 2.

Subject.....

Name of School..... City..... Teacher.....

1. Do you consider the time allotted to this subject sufficient? If not, suggest
modifications.....

2. Text in use..... Give an estimate of its success.....

3. What is your usual assignment for a day's work?.....

4. About how much work outside of the text do you require each week?.....

5. Describe your method of handling outside, or collateral reading.....

6. Why do you assign collateral reading?.....

7. What use do you make of outline maps, special note books, the McKinley
Illustrated Topics or similar material?.....

8. What charts, wall maps, or other illustrative materials are furnished by the
school?

9. What use, if any, do you make of the stereopticon or of stereographs?

10. **LIBRARY.** Indicate by titles or by the numbers in the list supplied by the State Library Board the books in your library directly useful in teaching this course. Indicate by a number in parenthesis the number of copies where you have duplicates. Mark with a check the ones you think should be read, either wholly or in part, by each member of the class.

11. What main topics do you consider so important as to demand work beyond that given in the text — so important that every teacher should demand such work of his pupils?.....

12. What use is made of newspapers and periodicals? Indicate your opinion of the value of such work.....

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THE SCHOOL YEAR

The fall term began September first. The number of faculty changes was probably the smallest in years, there being but one new principal teacher, the drawing teacher, and four assistant teachers for the model school and special courses. Miss Florence Richards, dean of women, was detained in Europe, where she was visiting at the outbreak of the war, but reached Winona on November first.

The date of enrollment of students, omitting summer terms, follow here in a comparative table covering the last eight years.

YEARS	'07	'08	'09	'10	'11	'12	'13	'14
NORMAL DEPARTMENT:								
Special Diploma Classes ...	...	...	...	...	7	15	12	28
Senior Graduates.....	49	45	52	54	67	98	102	102
Kindergarten-Pri. Seniors	16	12	22	15	14	21	28	24
Junior Graduates.....	56	53	70	78	106	133	158	162
Kindergarten-Pri. Juniors	17	24	16	16	23	34	25	39
Elementary Graduates..	107	117	68	34	26	34	26	3
Unclassified Students...	7	8	6	11	2	0	1	5
	—	—	—	—	—	—	—	—
Nor. Dept. Total ..	252	259	234	208	245	335	352	363
ACADEMIC DEPARTMENT:								
Third Year Class.....	23	21	8	19	15	17	26	29
Second Year Class.....	28	19	38	27	24	37	34	30
First Year Class.....	26	41	26	25	48	45	29	—
	—	—	—	—	—	—	—	—
Acad. Dept. Total....	77	81	72	71	87	99	89	59
	—	—	—	—	—	—	—	—
Nor. and Acad. Total	329	340	306	279	332	434	441	422
Elem. School Total...	203	205	189	201	234	292	324	317
	—	—	—	—	—	—	—	—
School Total.....	532	545	495	480	566	726	765	739

Practically the entire school is now pursuing the work which leads to the Advanced or Life diploma. The elementary or one year course for high school graduates has nearly disappeared, only three students choosing this work as against twenty-six last year, thirty-four the previous year and one hundred fifty-six in 1905-1906. There were only four accessions to the school in the two remaining years of the academic-professional course, the first year

having been dropped at the opening of the term. The household arts course now enrolls sixteen and the music course ten students as candidates for the special diploma. The number entering the combined kindergarten-primary course increased from twenty-five for last year to thirty-nine for this year. The enrollment in the model school is not only well up the maximum for former years but 90% of the children are our own former pupils. They are intelligent, healthy, and normal, and are evenly classified. The model school was never in better condition. More boys are enrolled after the completion of the high school course than ever before and many students have attended college, four holding college degrees.

The work of the year is characterized by an excellent spirit of cooperation and by the development among students of high ideals of personal integrity and service. The social activities have been cordial and refined, the literary societies are making marked progress, other organizations are alert and responsive, the annual lecture course of four excellent numbers is successfully launched, the new model school building is nearing completion, plans for a great reunion of alumni at commencement week are under way, and altogether the year gives every promise of success.

Graduates of the Winona State Normal School, Year 1914, With Teaching Appointment for Year 1914 - 1915

Berglund, Mattie.. Rural, Dakota Co.	Blackmore, Martha, 6. Winthrop
Fitzgerald, Margaret, 5. Nevis	Blanchard, Dorothy, Pri. Goodhue
Groff, Lucile. Dubuque, Iowa	Boles, Aurelia, 7. Missoula, Mont.
Keeler, Dorothy, 7. Winona Normal	Breid, Bertha, 3. Walker
Kremers, Lydia, 6, 7. Dover	Brown, Roxie, 3. Wells
Lind, Agnes, 2. Brookings, S. D.	Brugger, Edna, 6. Cannon Falls
Michael, Esther, Pri. Rockford	Coan, Elizabeth, Missionary. . . Persia
Schwartz, Ann, 8. Bruno	Fitzpatrick, Irene, Gram. Goodhue
Wruck, Mildred, Pri. Elysian	Fruetel, Elorine, Prin. Utica
Stromme, Minnie. Minneapolis	Giere, Olga. At home
Johnson, Helen, Pri. Florence	Gludt, Ruth, Int. Goodhue
Schmit, Susan, 3, 4. Pine Island	Goltz, Lucinda, 6. Luverne
Wunderlich, Margaret, Pri.	Hain, Eleanor, 6. Montevideo
..... Vermillion, S. D.	Homstad, Leila, 4, 5. Herman
Dodd, Nellie, Upper. Edgerton	Hyman, Ella, Dept. Worthington
Hitchcox, Aura, Pri. Woodstock	Jeans, Helen M., 5. Fairmont
McConnon, Edith. At home	Johnson, Winnifred, 7. Lake Benton
Carncross, Vesta, 5. Chisholm	Kellett, Ruth W., Married R. W.
Casey, Julia. De Graff	Morse. Winona
Gale, Ellen F. Virginia	Kemp, Helen F., Pri. Eden Valley
Plummer, Julia, 7. Montrose	Klinefelter, Femicha, 4, 5. Mahtomedi
Rush, Veronica, 8. Cokato	Kullas, Pauline, 1 to 7. Kellogg
Bacon, Helen R., 3, 4. Truman	Lien, Benetta J., 5, 6. Milan
Finley, Margaret, 8. Springfield	Liebenstein, Katharine, 8. Clarkfield
Ryan, Rose, 2, 3. Shakopee	Marzolf, Isabella. St. Paul
Schwartz, Dora, 7, 8. Mazepa	Mason, Irene M., 6. Dawson
Strait, Laura, Rural. Winona Co.	Myers, Lelia M., 8. Waterloo, Iowa
Gray, Mrs. Margaret B., H. Arts	O'Brien, Edwina, 5. Austin
..... Preston	Palmer, Beulah, Sub. 4, Winona Nor.
Pulver, Marcia, H. Arts. Lynd	Potter, Maude.
Voelker, Florence. At home	Attending Boston Cons. of Music
Whomes, Irma, Pri. Zumbrota	Prieve, Edna, 5. Zumbrota
Albro, Louetta, 6. Redwood Falls	Proctor, Dora, 4. Kasson
Anderson, Lillian, 4. Lake Crystal	Price, Myrtle, 5. Winthrop
Barnhart, Elizabeth, Rural.	Putsch, Gladys L., 6. Madelia
..... Round Lake	Quanrud, Gustie, 2, 3. Harmony
Barrick, Maud I., 7. Chaska	Quanrud, Lillie, 1. Lanesboro
Bartlett, Harriet. At home	Reichman, Louisa C., 4, 5, So. St. Paul
Belden, Arvilla, 6, 7. Annandale	Robb, Marion D., 7, 8. Kellogg
Benson Ana M., 4, 5. St. James	St. John, Fern, Pri. Duquette
Berry, Olive M., Dept. 6, 8.	Sand, Borghild, 4. Ely
..... New Prague	Schmoke, Geo. W., 8, M. T., Westbrook

- Schraut, Lucile, 1, 2.....Truman
 Schwirtz, Clara, 3, 4.....Pine Island
 Shappee, Pearl, 4, ..Hamilton, Mont.
 Seidlitz, Lulu E., 5.....Dodge Center
 Simons, Cora L., 4, 5.....Morristown
 Simpson, Gladys, 6.....Aurora
 Thompson, Evalyn, 6.....Fairmont
 Thorstad, Frances.....Wheaton
 Tillman, Hannah B., 7.....Rushford
 Tracy, Mary Louise, 3, 4.....Chaska
 Underhill, Ada, 2, 3.....Melrose
 Woodruff, Hazel, 1, 2.....Deephaven
 Cornwell, Cynthia.....
Faribault School for Blind
 Beyer, Ina L., 6, Speyer School,
 Teachers College, New York City
 Allen, Lily, Pri.....Jasper
 Anderson, Sylvia, Pri.....Bird Island
 Bates, Helen D., Pri., Hastings, Mich.
 Brill, Alice C., Kg. Asst.....Winona
 Bryan, Bess M., Pri.....Jackson
 Charles, Harriette.....Morristown
 Crouch, Marguerite, Pri., Lake Crystal
 Crouch, Marie, Pri.....Wells
 Green, Adah Frances, 1, 2.....
Somers, Mont.
 Henry, Minnie E., Kg.....Montana
 Holker, Laura, 3.....Detroit
 Huderle, Nell G., Pri.....Gaylord
 Hunkins, Ruth M., Kg. Asst., Winona
 Irvine, Jean E., Pri.....Tyler
 Kessell, Leona, 1, 2.....Kellogg
 Kruppenbacher, Esther, Kg., Wabasha
 Lawrence, Genevieve, Pri.....
Vermillion, S. D.
 Maxson, Lela A., Pri.....Preston
 McGuiggan, Dorothy, Pri...Hendrum
 Millbrath, Ralla, Pri.....Clarkfield
 Muir, Irene.....Arcadia
 Nixon, Ethel R, 1, 2.....Silver Lake
 Riley, May H.....Mason City, Iowa
 Seidlitz, Ella E., Sub 1....Sandstone
 Shearer, Ruth D., 1, 2..West Concord
 Stahmann, Harriet, Pri., Draw...
New Richland
 Almquist, Charlotte, 6, 7....Welcome
 Almquist, Lyla, Int.....La Crescent
 Boley, Marguerite, 6, 7...Moose Lake
 Clough, Ivel J., 5....Mountain Lake
 Dvorak, Lenora, 5, 6.....Silver Lake
 Engh, Lillie, 8.....Welcome
 French, Beatrice.....Fairmont
 Grebin, Eunice, 5.....LeRoy
 Keefe, Louise M., 5, 6.....Fairmont
 Kernkamp, Ada, 4, 5.....Luverne.
 Kernkamp, Ella, 8.....Le Roy
 Koelmel, Cordelia, 5, 6.....Spooner
 McMillan, Ethel, Int.....Byron
 Olson, Mina H., 1, 2.....Dunnell
 Odell, Vera, 3, 4.....Bruno
 Fischer, Ella, 5, 6.....Kellogg
 Berry, Maude F., 7....Parker, S. D.
 Bliss, Marian, 8.....Pine Island
 Franklin, Mabel, 6, 7.....Graceville
 Flanagan, F. Marie, Semi graded
Sun Rise
 Hurley, Lillian, Upper...Long Prairie
 Keckefoth, Dorothy, 4.....Kenyon
 McCauley, Adela, 3, 4.....Norwood
 Murphy, Lois R., 1, 2.....Ceylon
 Noble, Jessie, 3.....Crookston
 Secrest, Celia, 3, 4.....Wabasso
 Walzer, Susie.....Granite Falls
 Gray, Mary, 1, 2.....Edgerton
 Gray, Reubena, 2.....Lake Crystal
 Sutherland, Josie, 3...Pelican Rapids
 Cooke, Mary E., 4.....Rushford
 Heaner, Lena E., Rural, Redwood Co.
 Ward, Eleanor, 1 room sch...Kerrick
 Rogers, Edna, Cedar Creek rural
La Moille
 Canfield, Margaret...No report made
 Kelley, Gladys.....No report made
 Sigfrid, Olga, Upper...Willow River
 Batson, Mabel, 3....Spokane, Wash.
 Burkleo, Jane, 7, 8.....Lewiston
 Hilliard, Florence, 5, 6....Champlin
 Holst, Clara, Rural.....Nerstrand
 McAuliffe, Doris, Pri.....Staples
 Miller, Nessie M., 5, 6, Grand Meadow
 Noel, Flossy, 1, 2.....Gilbert
 Sanborn, Alma.....Two Harbors
 Toner, Katherine D., 5, 6.....
Fort Pierre, S. D.
 Macdonald, Jessie, Int., So. Dakota
 Grabow, Olga, Pri.....Moorhead

ANNOUNCEMENT

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